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THE

JOURNAL OF PROCEEDINGS

OF THE

National Teachers' Association,



CINCINNATI, O., AUG. 11, 1858,

WITH THE

CONSTITUTION AND LECTURES.

Published by Order of the Board of Directors.

ALBANY, N. Y.:
JAMES CRUIKSHANK, 35 STATE STREET.

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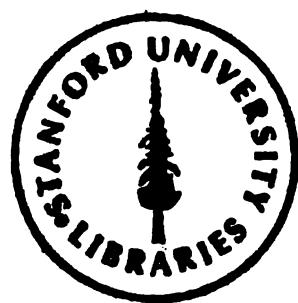
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PROCEEDINGS OF THE FIRST ANNIVERSARY

OF THE

NATIONAL TEACHERS' ASSOCIATION.

CINCINNATI, Ohio, August 11, 1858.

The Association met in Smith & Nixon's Hall, Tuesday a. m., at 10 o'clock, and was called to order by the President, Z. RICHARDS, Esq., of Washington, District of Columbia.

Rev. Dr. CLARKE of Cincinnati, on being called upon by the President, offered an appropriate and earnest prayer in behalf of the Association and the cause of education in general.

A. J. RICKOFF, Esq., City Superintendent of Schools, Cincinnati, in a whole-souled address, gave the Association a hearty welcome to the Queen City of the West.

Teachers of the East and West had met in Cincinnati, the midway point, to greet each other for the first time, and express the hope that the results of the convention would prove beneficial alike to delegates and to the community.

He regarded the organization of the National Teachers' Association, as the enunciation of *the* educational idea of the age.

Rev. ANSON SMYTH of Columbus, State Commissioner of Schools for Ohio, followed Mr. Rickoff, and in the name of the people of Ohio welcomed the Association to the Buckeye State, and congratulated the Association on the glorious future of the cause of education, and the large and important field of usefulness before the Association.

The present school system was inaugurated in 1853 by the "New School Law." Under the workings of that law, the schools had largely increased in number and efficiency. Last year the sum of \$2,251,522 14 of school money was raised; 18,873 teachers were employed; and there were 826,455 scholars between the ages of 5 and 25 enrolled, with an actual attendance of 703,347. These and other

similar facts encouraged the friends of education, and gave them energy in carrying out the present system.

President RICHARDS responded to the addresses of Messrs. Rickoff and Smyth, thanking them for their courtesy and cordial sympathy in the objects of the Association.

The President then delivered his Inaugural Address, on "The Agency of the Association, in Elevating the Character, and Advancing the Interests of the Profession of Teaching."

The address of the President was full of practical thoughts and comprehensive views of his subject, and was received with marked favor by a large and appreciating audience.

On motion of Mr. RICKOFF, Messrs. Crosby of Cincinnati, and Regal of Harrison county, were appointed Local Secretaries, to attend to the enrolling of the names of delegates, and of persons wishing to become members of the Association.

Mr. RICKOFF, Chairman of the Local Committee, made several announcements in relation to the hospitalities of the people of Cincinnati, and their interest in the object of the Association.

Messrs. VALENTINE and RICKOFF made remarks on the general subject of membership, its terms and the proper candidates.

Communications, containing invitations to visit the Public School Library Rooms, and the Rooms of the Young Men's Library Association, were received and accepted by the Association, with thanks for the same.

The Secretary on being called upon, read the Constitution of the Association, and announced the subject for discussion and the lectures to be delivered.

On motion, adjourned till 3 o'clock p. m.

Afternoon Session.

The Association met according to adjournment. The President in the chair. The exercises were opened by a song, "Excelsior," with an accompaniment on the Piano, by Prof. PAIGE of Cincinnati.

Mr. CRUIKSHANK, from New York, presented a list of names of gentlemen recommended by the Board of Directors for membership. The persons thus recommended were unanimously elected. Mr. Cruikshank also read the names of several ladies who were elected honorary members, according to the provisions of the constitution.

The Board of Directors, in the absence of the Treasurer, T. M. Cann, Esq., of Delaware, having chosen Mr. Rickoff, Treasurer pro tem., recommended Mr. R. to the Association, whereupon he was unanimously elected, and at once assumed the duties of his office.

Prof. DANIEL READ of the University of Wisconsin, was now introduced and delivered an address on "The Educational Tendencies and Progress of the Past Thirty Years."

Prof. SHEPARDSON, of Cincinnati, moved the thanks of the Association to Prof. Read for his admirable lecture, and requested a copy of the same for publication. Resolution adopted.

A call was now made on Prof. PAIGE, for music, to which he responded in a very acceptable manner.

The next order was a call on the representatives of the several states for state educational reports.

Maine was first called. No delegate being present, New Hampshire was called. She too failed to respond. Vermont answered through her representative, Mr. ADAMS, Secretary of the Board of Education for that state; Mr. PHILBRICK, Superintendent of Schools in Boston reported for the Bay State.

A song, "Speak Gently," was now given by Prof. PAIGE, with fine effect.

Mr. DRURY of Kentucky, moved a vote of thanks to Prof. Paige for entertaining the Association with excellent music, and further requested Prof. P. to continue these entertainments during the subsequent sittings of the Association. Resolution adopted.

The state of Connecticut was now called on for her report. No delegate being present, Mr. PHILBRICK, recently a resident there, and connected with her schools as State Superintendent, responded. There being no delegate present from Rhode Island, New York was called. Mr. VALENTINE answered, after which Mr. BULKLEY was called upon and added a few remarks.

The following resolution was introduced:

Resolved, That in view of the extreme heat, the Association adjourn to meet in the Baptist Church, in Ninth street.

Motion lost.

On motion, it was

Resolved, That Messrs. Rickoff, Bulkley and Hoyt be a committee to examine and report on the expediency of meeting in the Baptist Church, in Ninth street, or some other house, that is more comfortable than this Hall.

Association then adjourned till 8 o'clock in the evening.

Evening Session.

The Association met according to adjournment. The President in the chair.

Mr. CRUIKSHANK gave notice of his intention to call for an altera-

tion of the fourth article of the Constitution, so that the word "bien-nially" shall read annually.

Mr. McMILLAN of Ohio, moved that a committee be appointed to nominate officers for the ensuing year. Resolution adopted.

The chair named the following gentlemen as said committee: Messrs. McMillan of the Western, Bulkley of the Middle, Philbrick of the Eastern, and Drury of the Southern sections of the Union.

The calling of the states was then resumed. There being no delegate in the house from New Jersey, Mr. CRUIKSHANK formerly resident there, answered for that state. Mr. KERR, Superintendent of Schools, Pittsburgh, responded for Pennsylvania, when that state was called.

Prof. JOHN YOUNG, of the North Western Christian University, Indiana, was now introduced as the next lecturer. Prof. Young announced his subject to be "The Laws of Nature."

After a masterly and logical development of the idea of "God in Nature," the speaker drew a graphic picture of the chaos that would follow the disorganization or suspension of these laws.

He traced the existence of positive law in animate and inanimate nature, up to man, and in him found the crowning wonder of creation—the wonderful adaptation of every function to his highest good. Even his passions are the wise appointment of the Creator. In their use are happiness and harmony, only in their abuse are there evil and suffering.

The speaker entered minutely into the composition of man's mental and moral forces.

Mr. RICKOFF, from the committee in relation to change of place of meeting, reported, that in view of all the circumstances, a change is inexpedient. The report was adopted.

The Association then adjourned till 9 o'clock, to-morrow morning.

SECOND DAY.

In the absence of the President, Mr. PHILBRICK was called to the chair.

The Secretary being absent also, Mr. B. T. Hoyt was chosen Secretary pro tem.

Rev. Dr. AYDELOTTE of Cincinnati, on being called upon, offered an appropriate prayer.

Mr. LONGWORTH of Cincinnati, sent an invitation to the Association, inviting the body to visit his house, gardens and wine cellars. The invitation was accepted, and the thanks of the Association returned.

Mr. RICKOFF announced the arrangements in reference to the Railroad accommodations, and return tickets.

The following subject, "Parochial Schools, are they in Harmony with the Spirit of American Institutions?" having been proposed by a committee, was called up and discussed.

Mr. KNOWLTON of Cincinnati, understood "Parochial Schools" to be another name for Denominational Schools. He thought theological dogmas and scientific and literary truths had nothing in common which required that the former must be taught at the same time as the latter. He would not deny that Denominational Schools might do good in cases where, by appealing to denominational prejudices, pupils were obtained who would not otherwise have attended. But he was opposed to distinctive denominational schools.

Mr. HOYT thought Parochial Schools were not inimical to the spirit of Republicanism.

Hon. HORACE MANN believed that any institution which stifled discussion or relied upon authority without investigation, was wrong and hostile to progress. A school might be distinctively denominational, and yet encourage discussion, and in such a case, it would not be injurious. But when a school was denominational and forbade all inquiries into the soundness of its denominational foundation, it was hurtful. He thought that only by inquiry could that harmony and unity of religious belief be reached, which we expected to have when men inquired honestly and earnestly for truth.

The discussion was here interrupted by a call for a song from Prof. PAIGE, which was given, and with fine effect.

Mr. PHILBRICK was then announced as the lecturer for the morning; the subject of his lecture was "Moral Education."

On motion of Mr. B. T. Hoyt, the following resolution was passed unanimously:

Resolved, That the thanks of this Association be tendered to Mr. Philbrick for his able and truly excellent address on that most important of all subjects "Moral Culture," and that a copy of the same be solicited for publication.

Mr. CRUIKSHANK called up his resolution on the proposed alteration of the Constitution. The amendment was unanimously adopted.

A communication was received from Mr. ABEL SHAWK, inviting the Association to witness an exhibition of his new Steam Fire Engine, and to appoint a committee to examine the same and report the

result of their observation and examination. The invitation was accepted, and the following gentlemen appointed on the committee, viz: Valentine, Philbrick and Read.

Letters were received and read from Messrs. Wiley of S. C., M. Conant and D. B. Hagar of Massachusetts, and George L. Farnam of New York, giving reasons for their absence, and at the same time expressing great interest in the success and prosperity of the Association.

The Association then adjourned till 2 o'clock p. m.

Afternoon Session.

The Association met according to adjournment. Mr. VALENTINE Vice President, in the chair. The minutes of the previous day were read and approved.

Mr. CRUIKSHANK, on behalf of the Board of Directors, presented a list of names of persons for membership, who were elected.

Mr. BULKLEY, from the committee on nominations, reported a list of officers. The report was accepted, and the President, by vote of the Association, was directed to deposit a ballot containing the names reported by the committee. The President deposited the vote, and then declared that the persons named by the committee were unanimously elected.

The list of officers is as follows, viz:

President,

ANDREW J. RICKOFF, Cincinnati, O.

Vice-Presidents,

T. W. VALENTINE, New York,	C. E. HOVEY, Illinois,
D. B. HAGAR, Massachusetts,	I. W. ANDREWS, Ohio,
B. M. KEER, Pennsylvania,	A. DEURY, Kentucky,
J. F. CANN, Georgia,	DANIEL READ, Wisconsin,
J. S. ADAMS, Vermont,	J. N. MCJILTON, Maryland,
B. T. HOYT, Iowa,	THOMAS C. BRAGG, Alabama.

Secretary,

J. W. BULKLEY, Brooklyn, N. Y.

Treasurer,

C. S. PENNELL, Missouri.

Counsellors,

JAMES CRUIKSHANK, New York,	L. C. DRAPER, Wisconsin,
W. E. SHELDON, Massachusetts,	ISAAC STONE, Illinois,
S. R. GUMMER, New Jersey,	E. P. COLE, Indiana,
J. D. YEATES, Maryland,	R. McMILLAN, Ohio,
S. I. C. SWEZEE, Alabama,	O. C. WRIGHT, Dist. of Columbia,
J. B. DODD, Kentucky,	H. C. HICKOK, Pennsylvania,
N. D. TIRRELL, Missouri,	C. PEASE, Vermont.
C. C. NESTLEBODE, Iowa,	

The question of Parochial Schools was then called up from the table and further discussed by Messrs. Campbell, Phelps, Richards, Tuckerman, Young, Hovey and Mann.

Mr. PHELPS of Indiana, had noticed that most of the ability of teachers in the country was opposed to Parochial Schools, but there were arguments in their favor not generally advanced. This was a free country, and every American citizen had a right to send his children to what school he chose. The Parochial Schools were in harmony with the spirit of our institutions. Many of our forefathers were educated in such schools. Lord Baltimore and Roger Williams, long before Public Schools were dreamed of, had shown toleration in education and religion. Free Schools were better than Parochial, but when the state failed to endow the former, the Parochial Schools were not only good, but necessary. Was it not better that children should be sent to institutions of learning under certain religious influences than be neglected and permitted to be idle altogether?

Prof. RICHARDS of the District of Columbia, would recommend to states the preservation of the education of children to a certain faith. The influence in favor of Parochial Schools had arisen because of the neglect of morals in the Public Schools. Only literary instruction had been there attended to; the hearts of the scholars had been allowed to go astray, and, therefore, Christian men and women, though in favor of Public Schools, had become alarmed, and advocated Parochial institutions. Parents wished their children to respect virtue and religion, that their soul as well as their understanding should receive some instruction. The Public School system was *the* system for the country, although Parochial should always exist. It must not be insisted that the latter were opposed to the spirit of the Constitution. The Public Schools were needed most, but both were necessary under the existing order of things. Such teachers of Public Schools should be selected as would pay attention to the morals of the scholars, and bring them up in the love of Christianity.

Mr. CYRUS KNOWLTON of Huges High School, said the Association was supposed to embrace the wisdom, the learning, the judgment of the schools of this country. The question before the Convention was very important, and much depended upon the opinion of the Association respecting the two schools. The Parochial and Public Schools were opposed to each other; they could not subsist. Some states had not yet adopted measures respecting schools, and the speaker hoped that they might adopt our Public School system. The Paro-

chial system had been fully tried; New England had been full of it, but it had not proven satisfactory. This was an age of great things; the country was growing; new states were about to be admitted into the Union, that would adopt school systems. Hence, this Association's opinion would be of value to those states—it was not for Ohio alone, nor any other state, but for thousands and millions unborn. The Parochial system was narrow, expensive, biased. He would rather his arm should be severed than the Bible should be removed from the schools, but he was opposed to the rule of sectarianism.

Prof. THOMPSON of Hanover College, Indiana, stated that some false ideas were entertained in respect to Parochial Schools—what little they meant was simply that they were under the support of a certain denomination. All denominations taught morality, and would instruct children well. What they learned at the Parochial Schools would not harm them. Where men were members of, and interested in, a church, they were harmonious, and understood each other; they were more apt to have a complete and thorough system. Parochial only meant a place where pure morals were taught. To say Parochial Schools were hostile to our institutions was an error, and a serious one; for they only taught Christianity, which was at the bottom of our government, sustained it, and gave it prosperity.

✓ Mr. H. TUCKERMAN of College Hill, asked if a school taught by a person of any particular denomination was parochial, and said he thought not, strictly speaking; and if Parochial Schools, that were truly such, did not present that homogeneousness necessary to the character of Americans, was not parochial education opposed to progressive movement—apt to narrow men down, and make them see through others? Parochial Schools, truly such, generated caste and observance of forms, and induced progress in circles. They prevented foreigners from fully harmonizing with our citizens and adapting themselves to our institutions.

Parochial Schools have had ample opportunity for trial; until fifty years past the Public had had no chance. In England, so great in many things, the school system had not been successful because of its sectarianism. The Parochial Schools were established more for the glory of a denomination than for the cause of education. The teachers for such must be of the sect under which the school was established. First-class teachers could not be had, therefore. For God's sake, let the spirit of sectarianism not rest upon and blast the minds of the rising generation? The question was, whether the school should stand on its own foundation—not under the mere

shadow of a church. Religion should be taught in all schools, but it could be gathered from the Scriptures and observation of man without belief in certain dogmas.

Mr. JAMES G. MAY of Indiana, was warmly in favor of the Parochial Schools; he thought those now in existence a blessing rather than a curse. Out of those schools our present liberties had grown, and the men who fought our battles and gained our freedom had been educated there. They should not be opposed, but permitted to take their course.

Hon. HORACE MANN supposed that Parochial Schools meant those under the immediate direction of a certain sect. He was opposed to them and to all sectarianism. All agreed that the Bible was the word of God. The sectarian interpreted the Scriptures for others in a spirit of narrowness, not according to the largeness of the Almighty. When a child was reading the Bible he was told by the sectarian he must understand this or that thing in this or that way. Dogmas were made to supply the place of religion. We could see in England, Scotland and Ireland the ill effect of Parochial Schools. In the West we have suffered much from sectarianism. Mrs. Stowe, by no means free from it herself, had said that in a town of four hundred inhabitants there were fourteen sects. What could illustrate the ill effect of sectarianism better? Sectarianism was pernicious in the extreme, and he would always oppose it in this country.

Mr. STONE of Iowa, thought the Parochial Schools were opposed to the aim of American institutions, by educating people differently, when the Constitution sought to place all upon a common level and equal footing.

Mr. YOUNG, believed that the Association was a unit after all; that the members only differed as to the definition.

Mr. VALENTINE then introduced the following resolutions, as expressive of the views of the Association on the general subject:

Resolved, That in endeavoring to promote the great cause of general education, this Association will not recognize any distinctions on account of locality, position or particular departments of labor, but that all teachers, whether in colleges, academies, public, private or parochial schools, in every part of our land shall be regarded by us as brethren and fellow laborers in one common cause.

Resolved, That while we regard schools established by private enterprise, not only as necessary, in the present condition of things, but as most valuable and indispensable aids in public education, we nevertheless hold that it is the great duty of the state to provide the means for the full and free education of all the youth within its borders.

The resolutions were adopted.

The Association then adjourned till 7 o'clock p. m.

Evening Session.

The Association met according to adjournment. Mr. VALENTINE in the chair.

Rev. Dr. J. N. McJILTON was called on to report the state of education in Maryland. Mr. BRAGG, from Alabama, responded on the call for that state. Mr. DIVOLL, of St. Louis, gave an interesting statement concerning the state of Missouri.

The Hon. HORACE MANN, the lecturer of the evening, was now introduced. He announced his subject to be "The Teacher's Motives."

On motion of Mr. VALENTINE (the President having assumed the chair), the thanks of the Association were unanimously tendered to Mr. Mann, for his very impressive and interesting address.

The President, Mr. RICHARDS, in view of the close of the session, and adjournment of the Association, gave a short address, in which he reviewed the proceedings, showed the necessity of the organization, and declared his strong confidence and cheering hopes of a glorious future for the Association, and closed by introducing the President elect, Mr. RICKOFF. On assuming the duties of his new position, Mr. R. acknowledged, in a very impressive address, his obligations in being called to preside over the National Teachers' Association. He tendered thanks for the honor conferred upon him, and expressed his purpose to give his whole heart to the promotion of the interests and objects of the Association.

On motion of Mr. BULKLEY, the following resolution was unanimously adopted:

Resolved, That in this first anniversary of the National Teachers' Association, we have an earnest of a glorious future; and that from the spirit manifested by members present and from letters received from gentlemen who are in sympathy with us in this movement (but unavoidably absent), we are encouraged to press on in the work we have initiated, until our object shall be attained.

Mr. VALENTINE offered the following resolution:

Resolved, That the thanks of this Association are due and are hereby tendered to the citizens of Cincinnati for their kindness and attention on this occasion.

Adopted.

Mr. CRUIKSHANK offered the following resolution:

Resolved, That the thanks of this Association be tendered to Z. Richards, Esq., our retiring President, for the able and impartial manner in which he has presided over the deliberations of this body.

Resolution adopted.

Rev. Dr. MCJILTON moved the following resolution, which was adopted:

Resolved, That a committee of three be appointed to prepare a paper upon the "Combination of the Mental, Mechanical, Ideal and Positive, in the Education of Youth."

Mr. CLINTON of New York, moved a vote of thanks to the several papers of Cincinnati for their courtesy in reporting the proceedings of the Association. Adopted.

Mr. HENKLE of Indiana, moved a vote of thanks to those railroad companies which had given free return tickets to the members attending the Association. Resolution adopted.

Mr. BULKLEY introduced the following resolution, which was offered as an acknowledgment of a note sent to the desk by a lady who has devoted her life to the cause of education; and who is in full sympathy with the Association in its objects and aims:

Resolved, That we are encouraged in our work by the approving smiles and encouraging words of *woman*; and that we regard her as the most accomplished and successful teacher; that we hail as honored co-laborers, every "Lady Pilgrim," who, "with high and holy aims, and calm and happy mind" produced "by the perusal of God's holy Word," and "with healthful and robust body," devotes her powers to the noble work of education.

Resolution adopted.

Mr. PHILBRICK introduced the following resolution, which was adopted:

Resolved, That the American Journal of Education, edited by Hon. Henry Barnard of Connecticut, is regarded by the members of this Association as a work of great value, and one which deserves the support of all our teachers throughout the country.

On motion of Mr. J. LYNCH of Ohio, it was

Resolved, That a committee of three be appointed to report at the next meeting a course of study for the Public High Schools of the United States.

The resolution was adopted, and the following gentlemen appointed on the committee: Messrs. J. Lynch of Ohio, W. H. Wells of Illinois, D. N. Camp of Connecticut.

Mr. DIVOLL offered the following resolution:

Resolved, That a committee of three be appointed to report at the next meeting of the Association, a basis for keeping "School Registers" and making "Annual Reports," adapted to the wants of teachers and school officers throughout the country.

Resolution adopted, and the following gentlemen appointed on the

committee: Messrs. Ira Divoll of Missouri, J. D. Philbrick of Massachusetts, and C. E. Hovey of Illinois.

On motion of Mr. BULKLEY, Mr. Hagar (who was absent on account of sickness) was re-appointed, together with his associates, on the subject of "Educational Statistics."

After a few appropriate remarks from the President, the Association adjourned at 11 o'clock.

J. W. BULKLEY, Secretary.

MEETING OF THE BOARD OF DIRECTORS.

CINCINNATI, Ohio, August 11, 1858.

The Board of Directors met at the Burnett House, on Wednesday, at 2 o'clock p. m.

Present—The President, Mr. Richards, Messrs. Valentine, Cruikshank and Bulkley.

Mr. CRUIKSHANK moved that the names of those persons taken after the morning session be presented to the Association, and the gentlemen recommended for membership. Adopted.

On motion of Mr. BULKLEY, the Treasurer being absent, Mr. A. J. Rickoff was recommended for Treasurer pro tem. Adopted.

On motion of Mr. VALENTINE, it was

Resolved, That the Board of Directors recommend that reports from the several states be given this afternoon, beginning with Maine, and proceeding in the order of the states, and that each speaker be limited to ten minutes.

Adopted.

Adjourned till 7 o'clock in the evening.

Evening Session.

Board of Directors met according to adjournment. Present—Messrs. Richards, Valentine, Cruikshank and Bulkley.

The session was spent in examining several bills, which were approved, and in making general arrangements for the meeting of the Association. Adjourned.

J. W. BULKLEY, Secretary.

MEETING OF THE NEW BOARD OF DIRECTORS.

THURSDAY EVENING, August 12.

The Board of Directors met immediately after the final adjournment of the Association. Present—Messrs. Rickoff, President, in the chair; Cruikshank, Yeates, Pennell, Hovey, Drury, Cole, Tirrell, Bulkley and Stone.

On motion,

Resolved, That the next meeting of the Association be held in the city of Washington, D. C., on the second Wednesday of August, at 9 o'clock, a. m.

Resolved, That a committee of four be appointed to secure lecturers for the next year.

Adopted.

The following gentlemen constitute the committee, viz: Messrs. Hagar, Yeates, Drury and Pennell.

The following resolutions were unanimously adopted:

Resolved, That the committee on procuring lecturers, inform those elected that it is the pleasure of the committee that the speakers be limited in their addresses to forty-five minutes.

Resolved, That there be four lecturers, one from each of the four general divisions of the Union.

Resolved, That there be appointed a committee of three, consisting of the President, Secretary and Treasurer, to prepare a programme of exercises of the next meeting.

Resolved, That 1,000 copies of the proceedings of the Association and lectures delivered before it, be printed for general distribution.

Resolved, That Mr. Richards of Washington, and such other gentlemen as he may be pleased to associate with him, be a committee to negotiate with railroad and steamboat companies, and if possible secure a reduction of fare for those who may attend the annual meeting.

Resolved, That the same gentleman and his associates be a local committee to make the necessary arrangements for the annual meeting.

Resolved, That the Constitution of the Association be printed in connection with the proceedings of the annual meeting.

Resolved, That the Secretary be authorized to print and circulate the necessary circulars and programme of the next meeting; and that he be authorized to draw on the Treasurer for the payment of bills thus incurred, the same having been approved by the President.

On motion, the minutes were read and approved, and the Board adjourned.

J. W. BULKLEY, Secretary.

CONSTITUTION.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I. *Name.*—This Association shall be styled the “National Teachers’ Association.”

ART. II. *Members.*—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Applications for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the Association, upon paying Two Dollars and signing this Constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as Honorary Members by a two-thirds vote of the members present, and as such shall have all the rights of Regular Members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become Honorary Members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select), their views upon the subject assigned for discussion.

Whenever a member of this Association shall abandon the profession of teaching or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the Association, the person so charged shall forfeit his membership.

There shall be an Annual Fee of One Dollar. If any one shall omit paying his fee for four years, his connection with the Association shall cease.

A person eligible to membership, may become a Life Member by paying, at once, Ten Dollars.

MEETING OF THE NEW BOARD OF DIRECTORS.

THURSDAY EVENING, August 12.

The Board of Directors met immediately after the final adjournment of the Association. Present—Messrs. Rickoff, President, in the chair; Cruikshank, Yeates, Pennell, Hovey, Drury, Cole, Tirrell, Bulkley and Stone.

On motion,

Resolved, That the next meeting of the Association be held in the city of Washington, D. C., on the second Wednesday of August, at 9 o'clock, a. m.

Resolved, That a committee of four be appointed to secure lecturers for the next year.

Adopted.

The following gentlemen constitute the committee, viz: Messrs. Hagar, Yeates, Drury and Pennell.

The following resolutions were unanimously adopted:

Resolved, That the committee on procuring lecturers, inform those elected that it is the pleasure of the committee that the speakers be limited in their addresses to forty-five minutes.

Resolved, That there be four lecturers, one from each of the four general divisions of the Union.

Resolved, That there be appointed a committee of three, consisting of the President, Secretary and Treasurer, to prepare a programme of exercises of the next meeting.

Resolved, That 1,000 copies of the proceedings of the Association and lectures delivered before it, be printed for general distribution.

Resolved, That Mr. Richards of Washington, and such other gentlemen as he may be pleased to associate with him, be a committee to negotiate with railroad and steamboat companies, and if possible secure a reduction of fare for those who may attend the annual meeting.

Resolved, That the same gentleman and his associates be a local committee to make the necessary arrangements for the annual meeting.

Resolved, That the Constitution of the Association be printed in connection with the proceedings of the annual meeting.

Resolved, That the Secretary be authorized to print and circulate the necessary circulars and programme of the next meeting; and that he be authorized to draw on the Treasurer for the payment of bills thus incurred, the same having been approved by the President.

On motion, the minutes were read and approved, and the Board adjourned.

J. W. BULKLEY, Secretary.

CONSTITUTION.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I. *Name.*—This Association shall be styled the “National Teachers’ Association.”

ART. II. *Members.*—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Applications for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the Association, upon paying Two Dollars and signing this Constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as Honorary Members by a two-thirds vote of the members present, and as such shall have all the rights of Regular Members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become Honorary Members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select), their views upon the subject assigned for discussion.

Whenever a member of this Association shall abandon the profession of teaching or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the Association, the person so charged shall forfeit his membership.

There shall be an Annual Fee of One Dollar. If any one shall omit paying his fee for four years, his connection with the Association shall cease.

A person eligible to membership, may become a Life Member by paying, at once, Ten Dollars.

ART. III. Officers.—The Officers of this Association shall be a President, twelve Vice Presidents, a Secretary, a Treasurer, and one Counsellor for each State, District, or Territory represented in the Association. These officers, all of whom shall be elected by ballot, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such committees from their own number as they shall deem expedient.

The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties, and enjoy such privileges as by custom devolve upon and are enjoyed by a presiding officer. In his absence, the first Vice President in order who is present, shall preside; and in the absence of all the Vice Presidents, a *pro tempore* chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall notify each member of the Association or Board; shall conduct such correspondence as the Directors may assign; and shall have his records present at all meetings of the Association and of the Board of Directors. In his absence a Secretary *pro tempore* may be appointed.

The treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same in accordance with the votes of the Directors or of the Association; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association. The Treasurer shall give such bonds for the faithful discharge of his duties as may be required by the Board of Directors.

The Counsellors shall have equal power with the other Directors in performing the duties belonging to the Board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it a useful and honorable institution.

ART. IV. Meetings.—A meeting shall be held in August, 1858, after which the regular meetings shall be held annually. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their Regular Meetings at the place and two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the Board or the President shall determine.

ART. V. By-Laws.—By-laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

ART. VI. Amendments.—This Constitution may be altered or amended at a regular meeting, by the unanimous vote of the members present; or by a two-thirds vote of the members present, providing that the alteration or amendment have been substantially proposed at a previous regular meeting.

The foregoing is a true copy of the Constitution.

J. W. BULKLEY, Secretary.

A N A D D R E S S

DELIVERED BEFORE

THE NATIONAL TEACHERS' ASSOCIATION,

AT

CINCINNATI, AUGUST 11, 1858,

BY DANIEL READ, LL. D.,

Prof. of Men. Phil. in the Univ. of Wisconsin.

In rising before an assemblage like this—an assemblage of teachers coming together from various parts of the country to greet each other and to consult for the advancement of their common vocation—my mind turns back to the period when I entered upon the teaching profession, as a life work.

The third part of a century is a very large portion of our three score and ten here upon earth—a period longer than the entire professional term allotted most men in any of the professions; yet, in reverting to my first experiences in the profession, I am carried over a space of time which falls but little short of this long period.

From a date thus far in the past to the present, it has been my lot to be continuously in commission in a state institution of education, and during the whole period to have had the harness on for daily work, with the intermission only of a few months, when called aside to other spheres of public duty, in which, however, the interests of education, in some form, were still my main object.

Lord Bacon says every man owes his profession a debt. That debt, if length of service can pay it, I may well claim to have discharged in full; but if not, I trust, I have other years of vigor and earnest purpose to devote to the profession which, as it was the choice of early youth, has the energies and experience, whatever they are, of my matured manhood, and, by the help of the Almighty, shall have them, so long as heart and hand, as mind and voice remain.

For myself, brethren, I declare to you, I desire no higher or more honorable sphere of earthly duty. As I look over the country (and the same may be said by others who have been in long service in public institutions of education), as I look to our Western States, to our Southern States, to our Atlantic States, to our Pacific border—as I look to foreign countries, civilized and uncivilized, and count

pupils everywhere in stations of official and unofficial duty, I feel proud of my profession. I feel that I have my reward—that there is no other employment among men in which a wider or more beneficial influence may be exerted now and for all times—that there is no other vocation which so multiplies a man—no other sphere from which the circles of influence, in the same degree, go out enlarging, and spreading and spreading until they touch the farthest verge of humanity. If it be true that every pupil bears away with him, and makes part of himself forever, some portion of his teacher, it is then true that the teacher himself lives and moves, acts and speaks through his pupils, wherever they may go.

In the onward current of human society, it is well for us at intervals to pause and look around us; to take observation of our progress; to inquire where we are, and whither tending; what are the changes coming over us; how far, and wherein, change has wrought improvement, and wherein we need to return (if such need be) to the former land marks—to the old paths.

Such a review, hasty, imperfect and confined to few points though it must be, I propose this evening to make, so far as relates to our own profession, which embraces, as its peculiar sphere, that greatest concern of human society, Education. If I can not assume the office of the philosopher, and deduce the governing principle of action, I may, at least, as a sentinel, proclaim some of the facts and changes which have taken place during my own time, and under my own observation.

But before entering upon the task which I have proposed to myself, allow me, for a moment, to go back and pay a tribute to that noble band of laborers whom it was my privilege, as an humble helper, thus long since to join. I speak of those whose field of labor was this side of the Alleghany range—the region then denominated the West.

The early settlement, as we had it in our western country, before steamboat navigation and railroads had removed its peculiar difficulties and hardships, and carried with them at once the facilities and luxuries of civilization, and before the power of the General Government protected the frontier settler from constantly impending danger, was well adapted to call forth the best and strongest traits of humanity—the highest power of thought and action; and it did, in fact, produce men the peers of whom, it would be difficult to find anywhere.

It was this school of western life and western peril which matured such men as Andrew Jackson, Henry Clay, Jacob Burnet, William Henry Harrison, Lewis Cass, Judge McLean, and others, whose names constitute part and parcel of the history of our country.

But it may not be generally known, that there sprang up in this same region, scattered, it is true, in remote points, and having little or no professional association, a body of teachers, who, in learning, genius and devotion to their calling, have not anywhere been surpassed—men who were the fit companions of these great political lights, and who did a work in no respect inferior to them in laying the foundations of society, and in preserving and perpetuating in this fair land the blessings of civilization.

I need not go beyond my own personal recollections, and, with some of them, intimate personal and official relations, in naming such men as Dr. Wilson of the Ohio University, who declined the Presidency of South Carolina College to plant himself at Chillicothe, then an insignificant point in a wilderness country; as Dr. Wylie of Washington, Pennsylvania, afterwards of Indiana, whose whole life was that of a teacher, and whose pupils, in every part of the country, adorn the highest positions of influence; as Dr. Linsley of Nashville, who gave up the offer of the Presidency of Princeton College, where he was at the time Vice-President and Professor, for the more toilsome but broader sphere of influence here in the West; as Prof. Dana, the author of that admirable series of Latin books—the *Liber Primus*, *Latin Tutor*, etc., which, East and West, were the books of the day, and who, for twenty years, imparted his own severe and elegant taste in the classics to the youth of Ohio; as Francis Glass, who, in a log school-house, in Warren county, this state, without books of reference, and in the midst of the daily toils of his school, wrote his *Life of Washington* in Latin; as Prof. Mathews, who, at Lexington and in this city, cultivated and taught the highest French analytical mathematics, at a period when (except at West Point) they were hardly elsewhere taught in the whole country, and when he was obliged, for the want of translated text-books, to make his own translations as he proceeded; as Dr. Bishop, a name which awakens love and reverence in the bosoms of hundreds of pupils; as Marshall of Kentucky, a brother of the Chief Justice, and scarcely inferior to his illustrious kinsman in talent and worth—a man who spent a life of usefulness and honor as a faithful and devoted teacher; as Kemper of Cincinnati; Slocomb of Marietta; or, if I may name teachers in the professions, who, as professors and lecturers, in any part of the country, would stand before Dr. Caldwell, Dr. Dudley, and Dr. Drake? men whose reputation is known wherever medical science is cultivated. Other well-known names I might add to this list, if time would permit. Of the eminent instructors—those who were then active in forming the youthful mind of the country, and laying deep and broad the foundations of our institutions—alas! how few remain to the present time. It is with a feeling of melancholy that, in looking over all the tract of country this side of the mountain-range of which I have spoken, and tracing it from Lake Erie to the Gulf of Mexico, not a single college officer in commission when I became such, now remains. Dr. M'Guffey of the Virginia University, and Dr. Scott of Oxford, became connected with the Miami a little subsequent to my own connection with the Ohio University, and still continue active and honored members of our professional corps. Dr. Ray, of near this same period, whose name is an honor and a praise in all this land, has but recently completed his course in life's Polytechnic (I need not *here* say how well, and how honorably), and passed from the body of the distinguished educators of our day. Thus in all the spheres and activities of life, one generation of men passeth away, and another cometh; but in the wise ordering of Providence, there are always links which bind together successive generations, and preserve unbroken and complete the chain of human society.

Evening Session.

The Association met according to adjournment. Mr. VALENTINE in the chair.

Rev. Dr. J. N. McJILTON was called on to report the state of education in Maryland. Mr. BRAGG, from Alabama, responded on the call for that state. Mr. DIVOLL, of St. Louis, gave an interesting statement concerning the state of Missouri.

The Hon. HORACE MANN, the lecturer of the evening, was now introduced. He announced his subject to be "The Teacher's Motives."

On motion of Mr. VALENTINE (the President having assumed the chair), the thanks of the Association were unanimously tendered to Mr. Mann, for his very impressive and interesting address.

The President, Mr. RICHARDS, in view of the close of the session, and adjournment of the Association, gave a short address, in which he reviewed the proceedings, showed the necessity of the organization, and declared his strong confidence and cheering hopes of a glorious future for the Association, and closed by introducing the President elect, Mr. RICKOFF. On assuming the duties of his new position, Mr. R. acknowledged, in a very impressive address, his obligations in being called to preside over the National Teachers' Association. He tendered thanks for the honor conferred upon him, and expressed his purpose to give his whole heart to the promotion of the interests and objects of the Association.

On motion of Mr. BULKLEY, the following resolution was unanimously adopted:

Resolved, That in this first anniversary of the National Teachers' Association, we have an earnest of a glorious future; and that from the spirit manifested by members present and from letters received from gentlemen who are in sympathy with us in this movement (but unavoidably absent), we are encouraged to press on in the work we have initiated, until our object shall be attained.

Mr. VALENTINE offered the following resolution:

Resolved, That the thanks of this Association are due and are hereby tendered to the citizens of Cincinnati for their kindness and attention on this occasion.

Adopted.

Mr. CRUIKSHANK offered the following resolution:

Resolved, That the thanks of this Association be tendered to Z. Richards, Esq., our retiring President, for the able and impartial manner in which he has presided over the deliberations of this body.

Resolution adopted.

Rev. Dr. MCJILTON moved the following resolution, which was adopted:

Resolved, That a committee of three be appointed to prepare a paper upon the "Combination of the Mental, Mechanical, Ideal and Positive, in the Education of Youth."

Mr. CLINTON of New York, moved a vote of thanks to the several papers of Cincinnati for their courtesy in reporting the proceedings of the Association. Adopted.

Mr. HENKLE of Indiana, moved a vote of thanks to those railroad companies which had given free return tickets to the members attending the Association. Resolution adopted.

Mr. BULKLEY introduced the following resolution, which was offered as an acknowledgment of a note sent to the desk by a lady who has devoted her life to the cause of education; and who is in full sympathy with the Association in its objects and aims:

Resolved, That we are encouraged in our work by the approving smiles and encouraging words of *woman*; and that we regard her as the most accomplished and successful teacher; that we hail as honored co-laborers, every "Lady Pilgrim," who, "with high and holy aims, and calm and happy mind" produced "by the perusal of God's holy Word," and "with healthful and robust body," devotes her powers to the noble work of education.

Resolution adopted.

Mr. PHILBRICK introduced the following resolution, which was adopted:

Resolved, That the American Journal of Education, edited by Hon. Henry Barnard of Connecticut, is regarded by the members of this Association as a work of great value, and one which deserves the support of all our teachers throughout the country.

On motion of Mr. J. LYNCH of Ohio, it was

Resolved, That a committee of three be appointed to report at the next meeting a course of study for the Public High Schools of the United States.

The resolution was adopted, and the following gentlemen appointed on the committee: Messrs. J. Lynch of Ohio, W. H. Wells of Illinois, D. N. Camp of Connecticut.

Mr. DIVOLL offered the following resolution:

Resolved, That a committee of three be appointed to report at the next meeting of the Association, a basis for keeping "School Registers" and making "Annual Reports," adapted to the wants of teachers and school officers throughout the country.

Resolution adopted, and the following gentlemen appointed on the

dure is common, as all the best gifts of Heaven to man are common.

General education—education for the masses—has, as never before, become the question of society, the concern of the state as a means of safety and perpetuity, and to be provided for from common resources, upon the same principle that forts and arsenals, that armies and navies are maintained—upon the principle of self-defense and self-preservation. For convenience, indeed, of administration, in our American system of *imperia in imperiis*, we may commit this interest to states, to counties, to cities, to towns, or even to districts; but it must, in some form, be provided for, not only as cheap defense, as Burke calls it—as defense from within not less than from without, as the only possible mode of securing and perpetuating our institutions.

In illustration of the direction of the education of our day, and especially of our country, I will proceed to specify particular changes which within my memory of living teachers, have taken place in our educational polity.

If we take our stand, not more than twenty-five years in the past, not a single state had then a state department of education. A Minister of Education was a functionary known, indeed, in other countries, as presiding over, and giving direction to, the interests of education; and eminent philosophers and statesmen, such as Guizot, had occupied this post; but, in no one of the United States was such an officer known to the constitution or the laws. Now no state or territorial government, outside Mormondom, whether bordering on Puget's Sound or on the great desert of the interior, on the lakes of the North or the Rio Grande, would be organized without such a department, any more than without a treasury or an auditing department. The idea has become a fixed fact, that if education is in any manner or degree a state concern, there must be a State Minister (call him by what name you will) to create and preserve a system.

I hold this to be a great point of progress. Complain as we may that our state departments of education do not accomplish all which they might reasonably be expected to accomplish, it can not be denied that through their agency, much is done in diffusing information, in keeping alive an interest on the subject of education, and the means of promoting its improvement.

I would not abate anything from an opinion which I had occasion to express as a member of a state convention for forming a constitution—that we should either have an officer to preside over education as a department of state, or, otherwise, that we should wholly abandon the scheme of state education.

The Pilgrim Fathers, as we are in the habit of calling them, brought not from England, their fatherland, where it was not, but from Holland, where Providence in its mysterious dealings had sent them, to be for a time denizens and sojourners, as if for the very purpose of learning the lesson which was to prepare them for laying new foundations of society the idea of universal popular education to be provided for by law—by the commonwealth itself: and forever honored be their names, they did carry out the idea in the very constitution of the society which they were forming in this new land. But the idea of a public bureau or state

department having oversight of education as of any other state interest, though properly but the complement of the other idea, is of recent introduction as a part of our civil polity.

Now, however, that the principle of such a department is fully established in state practice, we may, through it, expect from year to year, reports and statistics which will in the different states work comparison and emulation, until the best methods of education shall be adopted in every state.

Again, the time is within the memory of us all, when on this whole continent there was not a single school devoted to the express and special purpose of training teachers for their business as a profession. I do not say or believe that this agency, so far as introduced, has accomplished all that was confidently expected and predicted. It will not be likely as an institution, to hold the same rank in our country as in those governments, the spirit of which admits an iron rule prescribing who shall and who shall not engage in the various pursuits of society, and upon what conditions, and in which the normal or professional training school is made the only door of access to the teaching profession.

Still the Normal School has proved with us a valuable institution, both as a means of improving the qualifications of teachers, and at the same time of constituting a distinct profession, devoted to education as an interest of society too difficult and too sacred to be confided to any other than specially trained and qualified men. If law, or theology, or medicine, requires a profession of men, not less, even more, does education, and not less does it need its special schools of training.

That illustrious and far-sighted statesman, De Witt Clinton, when as Governor of New York, advocating those improvements in common schools, which resulted in the improved system of that state—a monument more truly honorable to the memory of that great man, than even the mighty work, which he projected, of uniting the waters of the lakes to those of the Atlantic—presented as the very first step to be taken in the advance movement, the providing of a body of specially trained and qualified teachers. Dr. Lindsley, of Nashville, in a widely circulated address, which was reviewed and enlarged upon in the North American Review, discussed the same subject, and showed, in glowing language, what a work might be done during the ten or twelve years of school life, if society could be induced to provide a proper system of schools and a body of suitably qualified teachers. Through these and other means, attention was everywhere aroused to the subject, and a new sentiment began to prevail.

The demand for better qualified teachers, and for a body of men who would devote themselves to teaching, as a life employment, caused the inquiry: What shall be done to supply this great and pressing need?—and the Normal School is one result.

But from the exigency of this same sentiment, other agencies have sprung into existence, designed to quicken and invigorate the whole body of teachers now in the field, and to diffuse among them a knowledge of the best methods of instruction, and to stir up society to a higher interest in education. Hence the Teachers' Institute.

This institution, now so common, and so beneficial—indeed, necessary—as to be encouraged by state provision, dates back to its very first inception, not twenty years. It is purely American in its origin, and is eminently an example of American tact in securing an end by rapid and practical means. Probably, beyond any other agency, it has produced an impulse upon the whole body of teachers.

In this connection, and as still further illustrating the tendency and movement which we are considering, we have the various associations—county, state and national—for promoting education, for improving the art and science of teaching, and establishing among teachers that *esprit du corps* which properly belongs to a profession. If mechanics and farmers have their fairs, artists their art-unions and academies, merchants their chambers of commerce, surely not less important, nay, essential to high progress, are the various societies of teachers which create among themselves a bond of union, a fellowship of interest, a participation of professional improvement and professional rank. Simple and necessary, however, as is this agency, if we go back but a few years it had no existence, either in this country or elsewhere.

With all these means and instruments for the special improvement and qualification of teachers, were the question even now put to me: What is the great want in carrying on the work of education? I should reply, the want of good teachers. They are not to be had as you would call spirits from the deep. They grow up by degrees, and when any community has a body of able teachers, it has a boon to be prized above all price.

One of the great difficulties experienced in starting a new institution of the highest grade anywhere, is in making up a good working Faculty. This end can not be accomplished by means of mere money. It is a work of time. In one half of our western colleges, it has been found necessary to dissolve and re-organize the Faculties, in consequence of incongruous or incompetent material at first incorporated into these bodies; or else the institutions go on with crippled energies, until the unfit material is by degrees worked out and sent off.

But in our survey, still farther, within the last twenty-five or thirty years, more has been said and written on the various topics of education than in all previous time. I am not unaware that the great philosophers of antiquity wrote well and wisely on education; that they seemed to understand its philosophy in the full scope and bearing upon the individual, better even than it is generally understood and recognized in our own day. When I look at many principles of education laid down as fundamental in their *παιδαρτασις*, their disciplinary course; as for example, their combination of the *τροφη και ταῦθεντις*, of physical and intellectual training, so long in their just proportions neglected, and not even yet well understood and acted out by us; their doctrine of the *παν εὐσεβεία εὐσεβεία*, good morals through good habits; their scornful rejection also, of what many, with us, are willing to accept as the whole of education, the communicating of *empirical* knowledge, of mere dexterity and skill in some art or business without the culture of moral and scientific principles, I confess I feel that our best progress is but a return to principles and prac-

tices long since understood, and developed for the training and perfecting of the human being, in all his faculties, in his whole nature.

But then we are to remember, that education with them was never thought of, as a possible attainment, much less as the privilege and right of every member of society. Even the acute Aristotle held that the mass of men were to be regarded as mere barbarians; as such, without injustice, to be excluded from all rights, civil and spiritual—in fact that they were born to be slaves.

In every age, so soon as men began to reflect on the progress of the race, education must of necessity have occupied their thoughts and given a turn to their speculations. But in no former age or period have so many books been written on education—on the means of improving the schools—on the best methods of teaching. In every part of our own country so rapidly has this kind of literature increased within a few years, that the books which have been published in the United States on what the Germans denominate Paedagogy, would form a considerable library.

Nearly every state, also, has its educational periodical; and it is no small honor that the first educational journal of the world, conceded to be such in point of merit, is published in our country. What else does this indicate but an interest which produces and justifies these publications? It shows an interest on the general diffusion of education, which nowhere else exists. Nowhere else is there the wide-spread sentiment which requires for its expression the popular journal from the weekly to the quarterly. I do not say that popular school education is in better condition with us than in any European country. But the difference is just in this particular—*there*, wherever elevated, the elevation depends upon the rulers—*here*, indeed it depends also upon the rulers, but these rulers are the people themselves.

The marked improvement which has taken place in school and text-books, also, is a change worthy of notice. I speak not merely of the mechanical execution and external form, great as have been the improvement in these, and considerations, as they are, by no means unimportant; but of an execution, in the matter and arrangement, better adapted to psychological principles and the laws of mental development. This is more especially true of elementary books in all departments. When we go to text-books of the highest education, I am not sure, that to this day, Aristotle does not furnish the very best possible model of didactics; and that to him we may look as a standard, just as the Greeks having in proportion, form, and grace of expression, attained the absolute perfection of the true and beautiful, all that we can do in our architectural structures of any kind is to apply, and suit to our purposes, the forms and expression which they have left us.

I know hardly a more desirable work which could be undertaken, toward determining the condition of education and its relative progress, than the collecting of the various hand books and horn books as used in the schools of all countries, and so far as could now be done, of all times. Every school book which has yet been published in our own country, may, by possibility, yet be gathered up by some diligent collector. A more rare and curious collection, and one more

truly valuable could hardly be undertaken. By inspection it would truthfully represent that which otherwise we can never so well understand or appreciate. But if such a collection is ever undertaken by any society or individual, it must be speedily done, as every month of delay must render the undertaking more difficult and less complete.

But further, there is no better index of a general interest in education than the school-house itself. Here is the material expression of society. The school-house, in taste, beauty, comfort, in furniture, ventilation, warming, lighting, in all that is seemly and tasteful, is as we now have it in many places, a temple which is itself a teacher of the true and beautiful. It stands a fit memento of the purpose to which it is dedicated. In the general progress of architecture in our country, school-house architecture, though last in its start, has already attained a stand, of which as a people, we may well be proud.

The school-houses of many of our cities, open alike, as they are, to all, without regard to any of the factitious distinctions of society, are superior—greatly superior in all the requisites of architectural beauty and magnificence—to any college buildings, which, but a few years ago, we had in the land—in fact, superior to most of our present college buildings.

I do not claim as exclusively American this excellence of school-house architecture. I do claim, however, that the advance has been more rapid here than ever elsewhere, and that some of the most beautiful and commodious school structures of the world are American.

Mr. Kay, who a few years since was appointed traveling bachelor of the University of Cambridge, England, and was commissioned by the Senate of that University to travel over Western Europe in order to examine the state of education and report facts, and who in this duty spent eight years, reports in regard to the villages, whether those on the plains of Prussia or Bavaria, on the banks of the Rhine, those of the Black Forest, or in the mountainous cantons of Switzerland, that the village school-house was always the very best building of the neighborhood, and, that in the larger towns, the expenditures upon these monuments of European progress were still more remarkable. In Munich, when asked to be conducted to the worst school-houses of the city, he found them all having class rooms, twenty-five feet square and fourteen feet in height; and in them ten such class rooms, each under the direction of an educated teacher, a teacher educated for his profession. Such a condition of things is worthy of emulation here and everywhere.

As a few weeks since in one of our most popular cities of the North West, a city which, like others of that region, has sprung up almost as if by wand of the enchanter, I was examining a school-house which, with the lot on which it was standing, had cost the city over \$40,000, and after passing through all the apartments, and witnessing a perfection of arrangement and system which it would be difficult to surpass, "This," said my conductor, a prominent citizen of the place, "is almost the only expenditure of which the people of our heavily taxed city do not, in these hard times, complain." This is the common feeling of our American cities. What is the expenditure

of which Boston, Philadelphia, and other cities having a perfected system of schools, least of all complain? I doubt not it is the expenditure for schools and school-houses.

What is the burden of which this Queen City, least of all, complains? As to her, I am sure, I may answer: taxation for schools; for here a pervading interest on the subject of education has been cognate with the very existence of the city, and every improvement in its behalf has been undertaken freely, and with little regard to expense. The old Lancasterian School of 1814, on Walnut street, where now stands the college, and the Cincinnati Academy of even an earlier date, sufficiently attest the deep and earnest feeling of those early times on education—a feeling which has grown with the growth and strengthened with the strength of this community.

But I must hasten to one or two other topics, exhibiting the tendencies of educational progress. Who, but a few years since, could even have conceived it as among the possible improvements of popular education; that, in many states, remote neighborhoods would, by a public system, be better provided with libraries than were the early colleges of our country? And who can estimate the influence of books thus scattered broadcast throughout the land, and carried into the bosom of every family? Yet this has, in some of the American states, been actually accomplished through the school district and township library system, which if continued upon a wise and economical plan, will work upon popular improvement, results which can not be estimated.

A uniform state system according to which books are carefully selected by competent judges, is, as regards economy of purchase, opportunity of careful selection, and of securing substantial and uniform binding, good material and proper mechanical execution, greatly superior to any mode of action, which leaves the subject at the discretion of separate districts or townships. Besides, in such case, the very districts in which of all others, books are most needed will either wholly omit or badly administer such legal provision as may govern the matter. Wherever there exists a library system, the books should be carried into every part of the state, just as are the laws.

The Indiana School Library system is, in some respects, superior to that of any other state, east or west. The sum expended in that state in a single year, arising from a state tax specially levied for libraries, was over \$100,000, and this large sum was expended for this object two years successively. In Ohio is also a state system, and inferior only in adapting its series of books to the district instead of the township.

Now, I ask whether, a few years since, such efforts in behalf of universal intelligence could even have been comprehended as a part of a public scheme, or whether in the history of legislation any thing more truly magnificent has ever been attempted for the diffusion of knowledge.

But still further; that instruction should be so divided and graded, and schools so classified, that the free common school system of our cities and towns should furnish all the advantages which formerly belonged to the highest institutions alone, and that this instruction

truly valuable could hardly be undertaken. By inspection it would truthfully represent that which otherwise we can never so well understand or appreciate. But if such a collection is ever undertaken by any society or individual, it must be speedily done, as every month of delay must render the undertaking more difficult and less complete.

But further, there is no better index of a general interest in education than the school-house itself. Here is the material expression of society. The school-house, in taste, beauty, comfort, in furniture, ventilation, warming, lighting, in all that is seemly and tasteful, is as we now have it in many places, a temple which is itself a teacher of the true and beautiful. It stands a fit memento of the purpose to which it is dedicated. In the general progress of architecture in our country, school-house architecture, though last in its start, has already attained a stand, of which as a people, we may well be proud.

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But still further; that instruction should be so divided and graded, and schools so classified, that the free common school system of our cities and towns should furnish all the advantages which formerly belonged to the highest institutions alone, and that this instruction

should be made free alike to rich and poor, single cities actually voting more money to carry out and perfect their system of schools than is required for the support of the entire state governments, is indeed the marvel and the hope of our times. Edward Everett, not long since, in an address at Cambridge, made the statement that that small city of only some 16,000 inhabitants, expended upon its school system an annual amount larger than the whole income of the ancient and venerable Harvard University. He spoke of the income of the University, not including that of the several professional schools attached to it.

In the old system of education, it was not regarded as a possible thing to grade common schools, or to apply to them the same great principle of division of labor which has wrought so much improvement in all other departments of human effort. Such division was deemed applicable to the highest institutions only. This simple idea, so obvious as to cause us now to wonder that it was so long overlooked in practice, has inaugurated a new era in educational advancement in our more populous places. This great change is so recent as to be even in its first application to common schools, within the memory of us all.

But the progress of female education, and especially the change in the quality of that education, during the period which we have in review, is a feature too notable to escape observation. If we go back a few years, what were called accomplishments, with the merest modicum of the useful branches, constituted the whole education of all females who were educated beyond the merest elements. To dance, to sing, to draw, to paint, to work filigree, to embroider, to write fashionable notes, to read a little French, constituted the round of polite female education. It is due to our countrywomen, the Beechers, the Grants, Mrs. Willard and Lincoln, Miss Lyon, and others, to say that they more fully comprehended the spiritual wants of their sex and the character of the education needed for woman, than did the educators of our own sex; and to their efforts is mainly to be attributed that change which has taken place in female education. It is due to them and their kindred labors, that female education is in the United States upon a better basis than it is in any other country. Hannah More had indeed said that women could not have too much arithmetic; but who, until recent times, and in our own country, ever heard of algebra, geometry, trigonometry and studies of this stern and exact character, entering into the ordinary discipline of females, just the same as into that of the other sex? It is true, there was a period in history when the high-born daughters of England, the princesses and the queens, the lady Jane Grays and the Queen Elizabeths cultivated classic learning, and even read Plato in the original; but hardly twenty-five years since, Miss Edgeworth declared that there was in England no education for females, except as in the wealthier families sisters were trained with brothers under a private tutor, and with them pursued the same studies. The English Female Schools were then, if not now, schools of the shallowest outside accomplishments, in which true education in its great purposes was little understood or aimed at.

Our countrywomen educators introduced a sterner discipline, a

severer course of study, and made female education in our country, womanly—the education of a human being, having all the capacities and aspirations of a rational and immortal nature. They made the discovery, also, that there can be no real polish except upon the basis of a firm character; that as marble, and steel, and diamond receive the finest and most beautiful polish, so the female mind needs firm discipline and solid training as a requisite for the highest refinement and greatest beauty of external life; that there must be a compact and solid substratum in which alone real accomplishments can inhere.

I can not dismiss this subject without expressing the fear that there is, perhaps, arising from the rivalry of our numerous female schools, a beginning tendency toward a return to the culture of showy and superficial accomplishments, to the injury of solid and useful acquirements.

But look still farther at the educational progress of our times, as comprehending in its beneficial range and design all human beings—the deaf, the blind, the idiotic, the demented, the morally abnormal—those in former times the off-casts, and perhaps the pests of society. The state steps in, and with a Christ-like charity embraces in her care all these unfortunates of our race, and with a double parental solicitude provides for them asylums, and schools, and homes.

What in a more striking manner could exhibit the enlarging, expanding, diffusing character of our present civilization. Not only does this civilization subdue the whole earth to the dominion of man—its remotest isles in the midst of ocean's waste—its bleakest shores—its most arid plains—its most barren mountains. Not only does it, by that almost miraculous achievement, the completion of which at this moment fills the world with rejoicing, unite ocean-severed continents in the bonds of instant sympathy, so that quick as the pulsations of life, knowledge and feeling compass the earth's surface. It does still a greater, a more divine work—it brings within the rights and privileges of our common humanity, all human beings, however stricken or afflicted; it gives eyes to the blind, ears to the deaf, feet to the lame, knowledge to the ignorant. To be recognized as man is to be recognized as having all the rights of man, and entitled to a place in the common brotherhood of our kind.

In the hasty survey which we have made, it will be observed that the direction of improvement in the education of our times, has been to the diffusion of its advantages, rather than to the elevation of its standard. The schools of the people have advanced in a far greater ratio than have the institutions of higher learning. I am not convinced that the mental discipline of the college has in our period improved in its character. The *de omni scibili* courses too generally adopted have tended to discursiveness and shallowness of attainment. In our mania for Germany, we have imported and misapplied the disciplinary courses there used for one class of institutions, to a very different class here. We have more instruction, but less education. The pupil has more done for him, and he does less for himself. If by such process the foliage is more luxuriant, the bloom more abundant, the fruit will not be correspondent, nor of a healthy or lasting quality.

Our colleges, and our college education, are, in some degree, losing their former prestige; and indeed must do so as other schools approach their standard. Just so, the great men of antiquity, according to Voltaire's simile, stood as tall cypresses among a thick growth of shrubbery, but in the general increase and spread of knowledge, the great men stand but little above the average mass. The shrubbery is elevated—the cypresses come down—colleges no longer tower above all other institutions. Indeed, the common school system of our cities and towns, culminating in the high school and the free academy, presents the best possible means, through its various gradations and classifications for sifting and selecting its pupils, and in every possible manner of testing their industry, perseverance and capacity, until the choicest only remain for the final work of education in the institution of the highest grade in the system. Our highest institutions, if we can have any that are higher and better—our colleges—must, in connection with a disciplinary course which shall be open to all, and invite all from town and from country, also furnish scientific instruction and professional training, in such special directions as the wants of society may require.

With so many outside helps and appliances—with our improved school-houses, our apparatus, maps, and facilities of every description for advancing education—there is danger that pupils and teachers may imagine that there is some new way—some easy way—some royal way to learning; that the old way of delving and working, of toil and perseverance, and pains-taking, is no longer necessary; that there is some quick process—some forcing method—for the development of the human mind and character.

There is another danger to which there is liability, that of learning a little of everything without a thorough knowledge of anything, producing a condition of the human mind the most hopeless of all others, as a preparation for high and manly effort, or the formation of sound habits of thought.

There is this consideration always in the multiplication of aids and helps, that while a certain *mediocre* knowledge may be more widely diffused, extraordinary attainment becomes more rare. This, in part, arises from the fact, that the very effort to overcome difficulty, is itself a discipline which produces excellence.

The faculties of the human mind are trained and perfected only by earnest, well directed and long continued effort. There are no external aids or helps which can do away with this necessity. There is no school-house architecture which of itself builds up the mind. The log school-house with its hard benches has been the spot where many of our greatest men have received the first lessons of manly wisdom. The log college of our early history was famous, if not for the beauty of the building, at least for the greatness of its men. There can be no jugglery or legerdemain in the work of education. Apparatus, maps, charts, and specimens in natural history, are valuable only as they tend to awaken and quicken thought. If the habit of thought is produced, no matter how done, the great work of education is complete. But we must not mistake the means for the end—the ladders, the scaffolding, the pulleys and ropes, for the building itself.

It may, perhaps, be easier both for teacher and pupil, to exhibit

the speciosa miracula (I will not say the clap-trap experiments) of science, than to master its recondite principles.

I doubt not, many young students, possibly professors, imagine there is much gain in the way of intellectual culture, in witnessing or producing experiments which possibly on the part of the one or the other, cost no more thought than would the kindling of a fire with suitable combustibles. The burning of a bit of steel wire in oxygen, or the extinguishment of a taper in carbonic gas, are facts in nature, but the exhibition of them does no more in disciplining the mind than the production and exhibition of any other facts which are wonderful only in proportion to their novelty.

As educators, we must not forget that education must be slow and careful in order to be sure. Time is an element of education, just as essential as it is in the growth and development of the body. It is a slow process for the mind to take, digest and assimilate mental food. In this fast age, we are inclined too much to fall in with the spirit of the times, and resort to the process of forcing and cramming. Immediate results are demanded, and we attempt to give them by teaching everything in less than—no time. In this, there is danger of making *smart* boys, and *small* men—of raising up a generation of superficial, quick-minded men and woman, ready to be carried away with every new wind of doctrine, instead of the wise and thoughtful, who, in every age, are the support and main stay of society.

The teacher must not yield to this demand for immediate results. The greatest artists have always been slow workmen, because they work, as did the great painter, for eternity. The strong and vigorous intellect is of slow growth always. The lofty edifice to endure for ages, rises brick by brick, and stone by stone. When the foundation is brought to the level of the soil, the superficial may suppose that nothing is done, yet upon this foundation depend the value and permanence of the whole structure. A large portion of learning, and the very best portion of it, is to learn how to learn; and yet in the acquisition of this power there may be no apparent progress.

Thus, in our very advancement—in the multiplied improvements and facilities of our day, there are special evils and dangers to guard against. As the skillful engineer, in guiding his locomotive in its wondrous flight over river bridges, through mountain tunnels, or even on its track upon the smoothest plain, must never for a moment intermit or remit his attention, so in our rapid advance, we must have a double guard, we must exercise a vigilance that never slumbers for a single moment.

Brethren, well may we felicitate ourselves, that our lot has fallen to us, not only in pleasant places, but in good times. We have better means for our work; we have more honor as a profession; we have better compensation than had our predecessors, immediate or remote. On this last point, whatever may be the complaint with any of us, there has been a most favorable change. A salary of \$1,500 is as common with us as was thirty years ago a salary of \$500. I have known the President of a college of that period, himself an able and distinguished man, whose annual pay was \$400. With all the changed relations of value, the compensation of the teacher is upon a better scale.

Never was there a brighter or broader field; never a nobler sphere of influence than we have here in the United States. Let others, then, choose the law, or theology, or medicine, or commerce—all of them useful and necessary employments—but for me, give me the profession of the teacher; give me his power for good; give me his pleasures; above all, give me his material to work upon, mind—more precious than marble or brass, or anything of the material universe. It may be great to be the statesman, to be the divine, to be the scholar, to be the ruler among men; but to mold, to form, to create these, is our greater work. No envy of the honors, emoluments, or duties of other professions, can enter my bosom.

In the middle ages, the name of Abelard shone with a brilliant though stained lustre. That prince of scholars had among his pupils twenty persons who afterwards became cardinals, and more than fifty who became bishops. What an illustration of the teacher's power! He made his influence felt throughout Christendom by his scholars, who held the highest posts of influence then known in the civilized world.

Even in recent times, it has been said concerning Dugald Stuart that there was not a country, from the Baltic to the Black Sea, that had not its representatives in his lecture room. And when the American professor, in his class room, addresses the students of more than twenty states, the select minds which are to rule the country and shape the destinies of mankind, what a trust is his—as a man of mere ambition, what more of power and influence does he want.

The teacher, accomplished for his work, may touch springs of action, and stir motive powers which shall be felt in all the movements of society. He has a power next that of creation itself. He is the mind-builder—the architect of character! What a responsibility! The formers of men!—the molders of society! Such are we in our profession as educators.

Let us be true and faithful; let us be wise and skillful in the work to which God in his providence has called us.

The Work of the Teacher, and the Agency of the National Teachers' Association in Elevating the Character and Advancing the Interests of the Profession of Teaching:

A N A D D R E S S

DELIVERED BEFORE

THE NATIONAL TEACHERS' ASSOCIATION,

AT

CINCINNATI, AUGUST 11, 1858,

BY Z. RICHARDS, PRESIDENT.

All new enterprises are liable to be looked upon with suspicion by the uninitiated, and therefore meet with difficulties, if not with direct opposition, in their initiatory operations. There are some people whose mental visions seems to be limited by present and immediate results. Some are too indolent to examine the merits of a new cause, and too fond of their ease to make suitable efforts to help advance it. Some are so biased by selfish considerations, that they can give neither aid nor sympathy to any good cause, which does not promise a present advantage to themselves or to their personal friends. Some, again, there are, whose curiosity, fondness for new and strange things, and love of excitement, influence and give character to all the actions of their lives. A passion for criticism, and an overweening propensity to fault-finding, are so predominant in others, that they seem to have no higher object or motive than to elevate themselves and depress others. Indeed, the motives and notions of different persons are quite as various and strikingly different as are their forms and shades of complexion.

Sometimes our Educational Associations and Conventions are affected, and even characterized by motives quite foreign to their object. In some instances they have been improperly used to make more notorious a *favorite hobby*; to promulgate a supposed discovery, or to notify the world of the *rare wonder* of a new school book, just published or in press.

Would it be strange, if some have come with no higher motives to meet with us? perhaps even to see if this new-born Association has come into existence perfect, like the full-grown virgin from the head of Jupiter; or whether it has sprung up like the army of men, from dragon's teeth, only to fight and destroy each other. We must conclude, however, that most, if not all of our present gathering, is

made up of those who have come with true and noble purposes; with zealous hearts and ready hands to engage in one of the most important and commendable educational movements of the present age.

One of the peculiarities of our race—faulty it may be, yet certainly possessed of redeeming qualities—is that of attaching great, if not superior importance to our own peculiar work or calling. The politician would have his fellow-citizens believe that the prosperity and even salvation of the country depend upon the success of his party, and the doctrines of his party platform. The temperance advocate, too, often impersonates all that is good and worth living for, in a total abstinence pledge. The itinerant lecturer portrays the virtues of his peculiar *ism*, in such glaring colors as to put into the shade completely the old, well-tried, and hitherto successful doctrines of our fathers.

That every one should most highly value his own profession or calling is not strange or improper; for, if it were otherwise, he would not be likely to pursue it with honor to himself, or usefulness to others. Indeed, we would not complain of a moderate share of arrogance, and of exaltation of the importance to be attached to other professions, provided we could secure for our own profession, that of teaching, the regard and favor which it has a right to claim, as it is doing much (and may I not say most?) in giving the real character to the better portion of our people.

To judge of its importance, let our attention be directed for a moment to that boy of six or eight years of age, just leaving the nursery for the school-room. Let us follow him, as for six hours each day, his mind, his habits, his whole character, are under the leading, molding and restraining influence of the faithful teacher. Ten or fifteen years of his life, at the very period when the habits are most easily formed, and the character is most likely to become fixed, are thus spent in receiving impressions from the faithful, anxious and devoted teacher; when in due time this boy enters upon the career of life, to struggle with its stubborn realities, and continually exhibit the marked results of his teacher's instructions. Be it remembered, too, that not even the parent has devoted an equal amount of time each day in directing, molding and restraining the moral and mental habits of that boy; and that no other single agent has been exerting such a direct, continued and positive influence as the teacher. All the many little habits, formed by the faithful teacher's guiding hand, have become the instruments for accomplishing the mightier schemes of the full grown man. The mental powers have become so developed as to grasp and comprehend the largest subjects. The depths of the ocean can be explored; the untold distances of the heavenly bodies can be measured; the mysteries of thought and of spirit are searched into and comprehended; and the boy, possessed at first of scarcely more than human instinct, has become a Newton, a Bacon, a Napoleon, a Washington or a Webster. Yes, not only the destinies of individuals, but of communities, nations, and even of the world, are changed, directed and controlled by that intellect which has received its training and controlling power from the almost unnoticed teacher.

The above illustration may be taken as an exemplification of many,

and, on a smaller scale, of all who come under the faithful teacher's influence. Who that clearly and truly appreciates this influence, can fail to accord a proper share of importance to the work of the teacher? Is it the suggestion of a misguided enthusiasm, to assert that the teachers of our country have, within their reach, more conservative power to direct the destinies of our country, and give character to our institutions than belongs to the same number of individuals engaged in any other employment or profession?

How many truly patriotic well-wishers for our country, in beholding the recklessness and alarming degeneracy of our youth, are beginning to inquire, "From whence shall our deliverance come?" Well would it be, if the spirit of this inquiry were more potent and more general among the people of our land. But may we not point the inquirer, who foresees the evils which threaten us, to that almost unnoticed, that secret, ever-working power possessed by the teachers of our children and youth? To the teachers, who are teaching, molding, directing and constantly impressing the restless spirits of young immortals, who, in a few days more, are to hold in their hands the destinies of our country!

Shall we be told by those who affect a show of contempt for the school masters and school ma'ams of our land, that our systems of public instruction, which provide the most accessible and efficient means for fitting our youth to become good citizens; that these schools and their teachers are *humbugs* and *nuisances*? Let us pity, while we would strive to enlighten such (for such there are) as can so vilify and disparage these real promoters of our prosperity, and bulwarks of our safety.

But it may be asked, What has the National Teachers' Association to do with the great work of providing for the preservation and advancement of our country's prosperity? We may answer, that while it does not claim this as its *specific* work, it will most essentially aid in accomplishing it. The Preamble of our Constitution declares its object to be, "*To elevate the character and advance the interests of the profession of teaching; and to promote the cause of popular education in the United States.*" It will be seen, therefore, to cover a broad field, and to be designed to accomplish a most important work for the elevation and improvement of our people. We are well aware that we propose to accomplish a *great* work; and we have entered upon it with no doubts as to its merits and final results, if this Association meets with the co-operation of the right kind of men. Let us bear in mind the fact, that the result and success of its future, and even *present* efforts, do not depend upon the *mere number*, large or small, of those who may be present on this occasion; for, as we have intimated, new enterprises generally enlist many who are mainly influenced by curiosity or selfish purposes, whose interest and co-operation cease as soon as the novelty is gone, or they find that ambition can not be gratified, or private advantage secured. Too many of our Educational and Scientific Associations are perverted and crippled, if not prostituted, by those who strive to use them for unworthy purposes. On this account, many efficient, self-sacrificing and pure-hearted friends of education have kept aloof, or have abandoned these organizations, producing thereby general distrust and indiffer-

ence in all such enterprises. But these considerations need not, and should not restrain or discourage us from entering upon the work we propose; since we know that the accomplishment of any object of general utility always has required, and always will require a *combination* of effort on the part of its friends.

About twelve months since, a number of teachers and devoted friends of education from various sections of our country, North and South, assembled in the city of Philadelphia; and after mature consideration, they resolved unanimously, "That in the opinion of the teachers then present, as representatives of various parts of the United States, it is expedient to organize a National Teachers' Association."

This is not the time nor place to discuss the propriety of an organization, which has become a fixed fact; yet, I think I may be allowed to state, as an argument in its favor, that it is the design of its founders to make it a *National Association*, in fact as well as in name. Its friends, therefore, do not feel that they are guilty of arrogance, or of unwarrantable assumption, in giving it the cognomen of "National." While we entertain not one unfriendly feeling towards other Associations, which have assumed a national name, though their field of operation has been somewhat sectional and limited; yet for this Association we claim the Nation—the United States—as its field of operations. It now contains many, and we expect it will soon contain many more of the real, live, working teachers, from every section of our Union, who will make it worthy of its name and of its object. While its efforts are to be directed to objects, in some degree common to other associations, there is one prominent object which will demand its special attention, viz.: "*To give greater efficiency and more complete success to the teacher's work*," for, in this way only can the character of the teacher be elevated, and his real interests advanced.

To secure the above named object, it seems to be necessary that there should be, in the *first place*, such an appreciation of the importance of the teacher's work, as to accord to all properly qualified teachers a *professional character*.

Again, as those who are engaged in any profession are, from the nature of the case, best qualified to judge of the qualifications necessary to that profession, in order to secure confidence and success; so teachers are best qualified to determine what qualifications are necessary for teachers in the several grades of instruction; and to them should be intrusted the duty and responsibility of examining and of approbating all persons who desire to enter the profession.

Again, public authority should grant to the teachers' profession certain appropriate and legal rights, not now recognized, which will secure to its members a proper protection, and a community of interest.

Now, in the first place, to secure a just appreciation of the teacher's work, one consideration demands our special attention; and that is, that our profession will neither be improved nor more highly appreciated, by our complaining of the *want* of respect and appreciation on the part of those not engaged in it.

The severest drawbacks upon the elevation of the profession of

teaching, are to be found in the teachers themselves. Experience has probably taught us that men will generally be respected and appreciated, about in the same proportion as they respect themselves. If they are not generally respected, as highly as they wish, it is because they have no speciality of character which claims respect, or because they will not exemplify such qualities as they *may think* they possess. Certain it is, they can not make the better portion of the people, or even their personal friends, respect them any the more by whining and complaining of neglect and disrespect. We probably all know of persons who possess many fine traits of character, and whose abilities are in many respects of the first order, who, nevertheless, fail to gain our esteem and sympathy, because their overweening anxiety for personal deference excites in them suspicions of neglect, and causes them to constantly pour their complaints into our ears.

But an ingenuous soul, even with moderate ability, who, forgetful of self, strives to do faithfully all duties, by making every one happier and better with whom he associates, will be sure to meet with all the respect he desires, and far more than the complainer, who is, in other respects, his superior. Hence we conclude, that if we wish to make our profession as teachers so highly appreciated by the public, that the rank it deserves, among other learned professions, shall be accorded to it, we must cease complaining of neglect, and see to it that our characters, our qualifications and our works are such as our high calling demands. We must possess the true spirit, and be willing to do the true work of the teacher. If our profession fails to rise to that degree of estimation and real value which its importance demands, in consequence of unworthy and unqualified incumbents, we must aim at still higher qualifications, and devote our energies and talents to our calling, with such distinguished success that the defects of the unworthy may be more distinctly observed; and, besides, we must be willing to further every effort, by our influence at least, to provide more efficient means for qualifying and sending forth more of the best representatives of our calling.

Another great difficulty in the way of securing the full confidence and sympathy of the public for our profession, arises from the fact, that so many make teaching a temporary employment, or a sort of step-stone to some other employment. On this account some, who are naturally gifted for the work, give it only so much of their time and influence as will secure to them the means and opportunity for entering some other calling with better prospects. They have no anxiety to secure to themselves a teacher's reputation; and consequently, as they attach very little importance to the calling, the public will do the same.

Again, in some portions of our country, many persons, totally unqualified for the work of teaching, find it very easy to impose their services upon the people, with no higher motive than to earn a small living thereby, as long as they can be tolerated, when they are obliged to give place to another equally incompetent class, who fail not to perpetuate all the prejudice and disrespect which their predecessors have justly provoked. Poverty, or want of means for a living, seems to be their chief recommendation. This glaring impro-

priety could be more readily excused, if such, whose chief qualification is pecuniary necessity, were dealing only with inanimate or brute matter; but when we consider that immortal minds, capable of receiving impressions as lasting as eternity, are committed to such glaringly unqualified teachers, we can not complain if a discerning public should withhold its respect.

Now, what organization can be so readily instrumental as this Association, in drawing out, and in bringing into the educational field, the best talent, and in securing the highest qualifications necessary, thus making the people sure that their highest interests will be most economically secured, by employing those teachers, whose abilities and qualifications are of the highest order, and who at the same time have entered the profession as a permanent business. But let us be reminded as teachers and as an Association, that our objects and our wishes will be most effectually realized, and we shall be most sure of gaining a proper appreciation of our work from the public, if we are successful in securing the sympathy of the public. While we endeavor to give our profession a distinct character, we must not forget that our support is from the public, and that we shall have their sympathies only as we make them feel that we seek their true interests.

But it is important also, if we look for sympathy and co-operation on the part of the public, as necessary to our success, to secure, as far as possible, the sympathy and co-operation of all *within* our profession, of every grade. Should some, who have been blest by a kind Providence, with better natural gifts and opportunities for improvement than others, succeed in raising themselves to positions of greater honor and independence, it will ill become them to treat those who are less favored, as though their sympathy and aid were of no consequence. The spirit of American democracy has so thoroughly imbued the hearts of all American citizens, that the humblest feel that they have *rights*, and *power* as well as *rights*, which they *will use*, so that the *higher* in rank are really as dependent for success upon the *lower*, as are the lower upon the higher. In this Association, and in others similar to this, the prominent positions are few, and the number of official agencies small, yet it is of vital importance that these positions and agencies be always properly distributed; so that all worthy teachers, of every grade, should feel, as far as possible, that they have a community of interests. As in our civil affairs, the power and efficiency of our government are derived from the whole people, and weakened or overthrown whenever the *few*, or an aristocracy, becomes arrogant and reckless of the rights and privileges of the democracy; so we, as a body of teachers, having a national reputation at stake, must not forget that much of our power and efficiency will be derived from the sympathy and co-operation of all classes of teachers.

Perhaps there is no profession more dependent upon public favor for honor, and reputation, and even for pecuniary support, than our own. While mere dollars and cents may be considered a low motive, and, if no other object is sought, an unworthy motive, for the teacher: yet money he needs, as well as people in other callings, and if qualified and faithful he deserves as liberal a compensation for his ser-

vices; and he will receive it, as soon as he convinces the public that he is worthy of it. Every honest and industrious person is entitled to a living; but as I have no right to make my living as a physician, if I have no knowledge of the nature and mode of managing diseases and of compounding medicines, so neither have I a right to say that the world owes me a living as a teacher, if I am not qualified for the work. But let the people become satisfied that the teachers of our country are devoting themselves to their calling, as a permanent business, and that they possess the requisite qualifications to insure dignity and respect, and the public authority will soon be ready to grant such legislative sanction and liberal provision as other professions have found necessary. Not least among these provisions will be that of making teachers the inspectors and judges of the qualifications of all candidates for the profession. It is not necessary to offer an argument to prove that teachers can best judge of the qualifications of teachers; and that they, like other professions, ought to have the recognized authority to decide who are worthy and entitled to public confidence. We will not indulge the belief that objections to such a course will be raised by those who are, or who may expect to become teachers. Whoever should object to an examination of his qualifications for this most responsible calling, by those of his profession who have had more experience than himself, would at once betray his lack of qualifications, as well as a want of true regard for the dignity of his calling.

Furthermore, the public should not feel that its prerogatives are encroached upon, by giving the work of examining and of approving teachers into the hands of teachers themselves; for the people will retain the privilege of selecting and employing those who may have received suitable testimonials. The almost universal custom of selecting men to examine candidates for teaching, who neither possess, nor claim to possess, the qualifications and experience which are necessary to make them suitable judges, should be abandoned, without delay, as a custom fit only for the dark ages.

In some sections of our country, the number of private schools nearly or quite equals that of the public schools. In such places, nothing more seems necessary to start them than flaming circulars, pretentious advertisements, any kind of building or room which will keep children *in*, and the world *out*; conducted by a man or woman (and in some cases, we might say, by a *boy* or *girl*), with or without suitable qualifications, and with no other recommendation than poverty, or such incapacities as render them unfit for any other respectable employment, *except manual labor*. Where this state of things exists, the profession is degraded, of course, and the most worthy teachers are the severest sufferers. To remedy this evil is certainly desirable, and no instrumentality can be used with more certainty of success than this Association. It belongs to us to create such a public opinion, as that no person will be considered worthy of the confidence and support of the community, who is unwilling to subject himself to an examination, by persons of acknowledged merit in the same calling, and obtain their approval. Even more; the cause of education would be advanced and the teachers' profession elevated, if *every teacher, public and private*, should be required by

law to seek examination and approval by a competent Board of Teachers.

Again, another subject worthy of our consideration, and which seems to come legitimately within the scope of this Association, if the views we have advanced in regard to the importance of the teacher's work, his qualifications, his personal, professional and legal responsibilities are correct, is that of providing the best possible means for professional training. We are ready to accord all due merit to the various Normal Schools of our country, which have been designed and established to meet the end proposed, viz. to provide better means for professional training. But as yet, only the most favored portions of our country enjoy these training schools; and their beneficial influence is local, and by no means so extensive and efficient as we may yet hope it will be. In most instances, their influence is most felt in those places where the best advantages are enjoyed independent of them, and consequently where they are least needed. They are, however, now doing a good work; but we need a more general provision for their establishment, so that they may come within the reach of all who may need their advantages, and so that the best talent may be called out and trained to enter the profession—for we believe that no profession needs a higher order of talent. These institutions should have such distinctive characters, and be so highly endowed that the most highly cultivated, experienced and successful teachers should have charge of them. We require Doctors of Divinity to teach Theology, or we ought to do so; and this was the original meaning of that degree, however much it has been perverted and misused. We require the most experienced and thoroughly-trained Lawyers and Physicians to teach and induct into their profession their respective pupils, and this is as it should be. The necessity and advantages of a special training for the profession will hardly be doubted. There may be some, however, who look upon the art of teaching as a kind of natural gift, which comes naturally, or not at all. They have a favorite notion that, like the *poet*, *the teacher is born*, and therefore little or no special training is needed. We will not deny that some are born with *better gifts* than others; yet we can not believe that the good teacher is any more born to teach than that the good *preacher is born to preach*, or the good servant is *born to serve*; neither do these gifts come by chance. "*Poeta nascitur, orator fit*," might have answered for the age of Horace; but our universal Yankee nation—our young America—has found out the meaning of another quite as useful Latin maxim, "*Labor omnia vincit*"; and that another maxim is equally true, "*What man has done, man can do*." Indeed, some of our most unpromising beginners have proved most successful in the end, by good training and perseverance. Yet all can not, by equally good training, become equally good teachers, any more than the same training will make equally good lawyers and physicians, although it is very evident that good training will make good and acceptable teachers, and that a *special training* will make them better.

I would here respectfully suggest, whether the policy pursued in some places, of engraving a Teachers' Department, or a Normal Class, upon an Institution established and devoted to other and specific purposes, without at the same time placing such department in

charge of some one who is to give it his special and exclusive attention, is a wise policy? The old trite saying, "Jack at all trades and good at none," may apply with some force, I think, to those teachers who, having chosen some particular branch of literature or science, or, it may be the entire charge of an Institution, consider themselves also qualified to teach the *theory and practice of teaching*. There is an art of teaching founded in well defined principles. These principles are as specific as those which distinguish the medical or legal profession. The failure to recognize these principles has led many to assume the high responsibility of teaching others *how to teach*, who have never given the subject any special thought. Hitherto, as a general thing, the mere acquaintance with books has been considered the chief qualification of a teacher.

We would recommend, however, any means, or the best means within the reach of the young aspirant for pedagogical honors, in order to acquire as much preparation as possible. But there is a growing demand for a larger number of professional schools for training teachers; and the best talent and experience should have charge of them. That so many unsuitable persons are engaged in teaching, is not so much their own fault as that of the circumstances in which they live, for they have never had the means of a suitable training.

Now who is to take the lead in the great effort necessary to be made to meet this growing demand for thoroughly qualified teachers? As teachers know best and feel most what is wanted, they are the individuals who should take this work in hand, and here is a work for this Association. This subject is better understood, and better managed in some sections of our country than in others; yet let us inquire whether the Normal schools, already established, have met the expectations of their founders. Have they not suffered from mismanagement on the part of well meaning friends outside of the profession? Why is it that they so generally fail to give a distinctive professional character to their graduates? We see very many, who enjoy the advantages of these training schools, leave them, not to follow the profession, any longer than the prescribed rules require, and that only a short period. These schools should offer such privileges and adopt such regulations as would make their graduates feel that their own interests and their reputation depend upon their continuance in the profession, so as thereby to elevate its character, and give their best experience and most mature judgment to the great work of instruction.

Allow me, before I close, to offer two or three considerations, which may be worthy of special deliberation.

The subject of a National Bureau of Education, to be connected with the Department of the Interior at Washington, has often been spoken of, and urged, as worthy of Congressional legislation. Hitherto it has not met with that favor which its friends believe it deserves, especially from that portion of our fellow-citizens who are jealous of anything like a centralization of power; and who believe that all legislative power, upon the subject of Education, belongs to the several States. While we believe that there is a work which might be legitimately and more effectually performed by such a Bureau, and that it has quite as much claim for Government support

as that of Agriculture; yet we believe that, for the present at least, the wisest and most effective policy is to rely upon the States and voluntary effort for the accomplishment of the noble objects proposed thereby. We believe however, in common with some of the wisest and most considerate friends of Education, that a special effort should be made to establish at our National Metropolis a *Central and National Educational Agency*, by the aid of which more efficiency and uniformity of character may be secured in the educational movements of our country; and a Library of Educational books and publications, collected from every part of our own country and the world. Such an Agency would greatly aid in giving a nationality of character abroad, and furnish the means for the publication of a National Journal of Education, which would be the means of spreading educational intelligence to every part of the civilized world. To carry out such a *grand central agency* successfully, would require funds and effort, which could readily be secured, if the advantages resulting therefrom could be brought to the comprehension of the very many liberal-minded men of wealth in our country.

This is a great and noble work, and it will require great and noble efforts to accomplish it; but do I overrate the ability and efficiency of this Association, when I say I believe it can accomplish it? Are there not men of means, who would be willing to contribute largely for so noble a purpose? and are there not men of the required talent to carry forward the work? Would not our profession be the gainers in the end, if we were to take the whole responsibility? If we should undertake it in real earnest, we should not fail to receive sympathy and aid.

One feature of this Agency is so important as to be needed at once. I refer to a National Journal of Education, which, without interfering with, or in any measure superseding the many State Educational Journals, will collect and embody such educational matter of general interest, as its central location and access to the best means of information will bring within its reach. Every teacher should receive, read and pay for the Educational Journal of his own State, if there is one, which, with a properly conducted National Journal, would put him in possession of such information as every teacher ought to possess. There is a Journal already established by private enterprise, and in the hands of a gentleman who is every way qualified to conduct it, and which, perhaps, might be made to serve our purpose, in connection with the plan of its proprietor. I refer to the "American Journal of Education," under the direction of Hon. H. Barnard of Hartford, Conn. The invaluable matter contained in this Journal, and its high character, claim not only the confidence, but the support of every teacher and friend of education who would be well informed. To those who have carefully read it, no commendation is needed, for it speaks for itself, as it affords such information as can be obtained nowhere else.

In looking over what I consider the field-work of this Association, I have alluded to many things which I would be glad to discuss more at length; and I have been obliged to pass over many topics, highly important, and perhaps more important than some that I have presented. Greatly fearing that I have already trespassed upon your

patience, by occupying so much of your precious time with what will be probably considered of far less importance by you than by myself, I will close, by asking your indulgence and co-operation in the discharge of my official duties; and that we may all, in the true spirit of teachers, enter upon the business of this Convention. Let us, with a kind spirit and commendable diligence, guard against everything which is foreign to the objects of our organization. Let our work be so performed that the impressions we may make upon one another and upon the public, may be appropriate and commendable; and that all our proceedings may produce the most grateful recollections. Let us exercise the spirit of accommodation, for this is a world of compromise, and we can not live in peace and prosperity without it. Demagogism and political radicalism may repudiate it, but it is a spirit sanctioned by a higher authority than man's. Our cause is good, and it requires wisdom, zeal, high purpose, forgetfulness of self, unanimity and a true devotion to our high calling.

THE LAWS OF NATURE:

AN ADDRESS

DELIVERED BEFORE

THE NATIONAL TEACHERS' ASSOCIATION,

AT

CINCINNATI, AUGUST 11, 1858,

BY

PROF. JOHN YOUNG, OF INDIANA.

Ladies and Gentlemen:

Nature in all her compartments is under the operation of a divine power, which we term law. By this word we express a fixed course of things—a settled order of divine procedure. This force acts in and through the material creation, but we look higher than matter for its origin. It involves in its very nature a constant forth-putting of power, and thus leads us up to God as the origin of motion. Natural law acts, not blindly, but with skill and plan, showing that it is the settled result of design and volition. The revelation of God then in natural law, is not a distant conclusion from a long train of premises, but a direct exhibition of the divine attributes to the human understanding.

We behold the power and wisdom of God in all parts of creation—in the heavens—in the earth—in the great wide sea—and greatest of all, in ourselves. Now I must assert that which may be strange, but yet is true, that if our eyes were opened to behold the material form and glory of the Creator, this could not afford a proof so full and conclusive of his existence as is daily before our eyes in the wisdom of his works. I do not need the resurrection of any gray haired Grecian in the name of Homer to convince me that he wrote the *Aenead*. The hand and skill and poetic grandeur of a master appear in every line. Thus too, does the wisdom and forethought of Divinity appear in every law affecting matter or mind around me.

If I read not these records, or reading them believe not the truths they utter it is mere folly to suppose that the opening heavens themselves could drive away my doubts. In studying the laws of nature then, I must affirm that we are not dealing with the material, but rather with the divine and the spiritual. The movements are divine movements, the wisdom the wisdom that guides is a divine wisdom, and I am privileged to look upon God, not on a throne holding a

sceptre, according to the low conception which the ancients had of greatness, but to see him active in every leaf and giving force and vibration to every pulse of animated life. For 5,000 years, the earth had circled round the sun with careless regularity. Water during that time, and most likely long before, had ever tended to its lowest point of rest, fruits had fallen from the trees, and, if mythology be worthy of credit, gods have even fallen from the battlements of heaven. But till the days of Newton, this tendency of bodies was wrapped in mystery and surrounded by mistake. When that philosopher announced at length the law of gravitation, and determined the ratio of increase in its force, what a world of wonder struck the view of modern students. The world had subsisted for ages without a knowledge of this law, yet a slight change in the power and force of it would bring human affairs to ruin. Let it be suspended and the mountains might rise amidst the great expanse above, while the great works of men—the cities, and towers, and pyramids would join the everlasting hills and thread the mazes of an airy dance. Then let the force of this law instead of being suspended, be rendered twice as great as it now is. Our bodies would become like loads of lead, each weighing 300 or 400 pounds, and after a few futile efforts we would hopelessly abandon the power of locomotion. Then the sap of plants and trees would cease to rise, weighed down by greater force than that which bears them to the leaves. The death of all terrestrial vegetation would thus be inevitable during the first spring after the change. Look again at the disasterous results produced by any change in this law upon the positions of the vegetable calyx and corolla. Let gravitation be suspended, and nodding flowers would raise their heads and the germ would fail to receive the fertilizing pollen. Or let gravitation be increased and the pitcher-plant turned down would lose its water, the slim and bending stalks would break under the now oppressive burden of their flowers.

Suspend gravitation, and the muscular force of animals would run to waste through want of resistance; increase it and our nervous system would speedily give way under labors too great to bear. How infinitely numerous then are the adjustments of things to the power of this force. How small an act of Providence would be involved in tempering the wind to the shorn lamb, compared with these nice instances of balanced forces.

The second great step in physical science was certainly the discovery of definite ratio and proportion in chemical affinity. While by Newton's laws we ascend to the heavens, by Lavoiser's and Davy's discoveries we are privileged to look into the recesses of the smallest grain of sand, and behold God's wonders there. Why do elements combine, and why is the amount of that combination so accurately definite? Never did the human mind work out a more wonderful problem than this. If no philosopher ran naked through the public streets crying *eureka* upon its discovery, it was only because the modern discoverer is so used to wonders that nothing can destroy the equilibrium of his temperament. No such question as this could have been solved by the men of ancient times; the knowledge which its unfolding required, was deep hidden from their view. Franklin

must live and the laws of magnetic electricity must contribute to this wonderful elucidation. Shall we hastily run over the steps involved in this beautiful induction? 1. Magnets of like poles repel each other and of unlike attract. 2. When magnets are divided, every part, no matter how small, becomes itself a magnet. 3. The atoms then too small for human vision have each a north and south polarity even as the world. 4. This electric attraction then binds the atoms into a mass, when unlike poles are together. Such is the theory, simple enough in annunciation, but very important in practical results.

If magnetism induced by an electric current be the bond which gives solidity to bodies, then the electric current will be the most powerful agent known to man for separating combined elements.

This force is capable of presenting a stronger attraction to the elements than that existing between them, and thus their bonds are broken. They fly apart as readily as they previously rushed together. We hold then a force which can bind and loose, dissolve and re-arrange at pleasure. The same power that binds in sweetest concord, becomes itself the most powerful dissolver of unions. When this truth became known, the melting pots of the alchemist were laid aside. Fire blazing with seven fold fury, may raise steam to a white heat, but its elements still hold together; but the electric current parts them with a force gentle as the growth of flowers.

Those metals whose affinity for oxygen was great, defied the power of fire, but guided by this truth, Davy applied to them galvanism, their oxygen was taken off and the new mentals, potassium and sodium, first appeared.

The salts and minerals, either natural or artificial are numerous beyond human power to calculate, millions upon millions of every conceivable kind and quality, are ready made around us, or rise at the command of the modern chemist. Like a creating genius he utters the word, and lo, it stands fast. Yet all these are the products of sixty elements variously combined. The chemist knows the electric force of each atom, of each element; he knows the number of atoms that can be associated in any given case. Beyond this he needs to know no more, for by simple solution and juxtaposition, the great law of affinity will do its work, and thus myriads of new bodies spring up as if by magic at his bidding.

Now, notice for a moment, some of the disastrous consequence that would arise from altering this great law of affinity between bodies. Let the now inert nitrogen of our atmosphere become endowed with a stronger love for oxygen. These two now mix harmlessly in the air, but do not unite. Then the two elements would rush together, one atom of each to form that curious air called laughing gas. Then from Africa to Asia, from California to the shores of Britain, would one peal of wild and maniac mirth from intoxicated humanity, arise and swell on every breeze. Some have said laugh and grow fat, but universal nature would laugh itself lean. Yes, laugh even in the jaws of death, whilst breathing an atmosphere five times richer in oxygen than now. But the worst has hardly yet appeared, for more oxygen might still be added to the compound, until our air would become changed into that horrible burning fluid nitric acid. Talk

no more after this of the frogs or blood or lice, of the Egyptian plagues. Our common air can outdo them all. It needs only condensation and re-arrangement to produce of its own elements that which would burn up every living thing on earth and sea.

The great destroyer in our world is oxygen. It rusts our metals, sours our fluids, burns our timbers, and wears away our very bodies. Let its affinity be increased and all the world would be wrapped in one sheet of devouring flame. Iron would become hot and burst into a glorious constellation of burning sparks, the fat not merely in the frying pan but in our own bodies would immediately take fire. The timber of the forests would present one great conflagration; our prairies like new mown hay, would first smoke and then burst into flames. Nothing would remain unburnt but rock and water, and these would survive the catastrophe only because they are already the ashes of a previous conflagration. All nature would be dissolved by merely giving double force to oxygen.

In the operations of organic life, wonders still greater meet us at every step. The laws upon which life depends are perhaps not so manifestly within our grasp as those we have just exhibited. They will not come within the range of exact calculations. In many instances the life power holds in abeyance the chemical forces residing in the body, but in the other cases the results are governed by the same law as in dead matter. The gastric juice of the animal has a most powerful action as an acid upon flesh or food submitted to its operation. This dissolving power is chemical and can be exercised as readily outside the stomach as within the living tissue.

But whilst bone, and even ivory, may be decomposed by its power, the vital force suspends its action and utterly forbids the digestion of animal bodies while life remains. Therefore the living stomach can stand its action for 100 years without injury, while that same stomach would be dissolved in a few hours after life's departure. We thus stand upon the boundaries between two kingdoms, the animal and the mineral, and we occasionally see a conflict between the two classes of laws.

In the action of poisons and the burning of strong acids the chemical force is victor and the life power is destroyed. But in organic tissue the vital energy is generally in the ascendant, and holds in abeyance those influences that would tend to its destruction.

Speedily after the death of the body the chemical laws carry on a vigorous action. The nitrogen and hydrogen combine to form the odorous ammonia; phosphorus and carbon unite with hydrogen and produce phosphureted and sulphureted gases which diffuse smell of animal decay around, soon nothing remains but the mineral matter of the bones, and carbon in the form of humus. Thus that world of wonders, full of a thousand activities, trembling lately with nervous tension, and penetrated all through with the purple current of life is totally broken up and passes off in new forms to nourish new bodies.

The fiat of its Creator has endowed life with eternal activity in construction. Life first builds to itself a simple cell. Thus a wall is cast around the busy workshop of its future operations. Then in the fluid of that cell its motion is constant and ceaseless, until the

hour arrives when that life departs from its former habitation, and its old material is cast forth as waste.

Here need we indeed some great discoverer like Newton or Davy who will enable us to descend into this cell, and scan the life power in its first movements. Rapid, ceaseless motion has been seen in that life germ, but whence came its power, and when it retires, whither does it go? These are questions calling for solution.

Nor have we now even fully sounded the depths of mystery, still opening here. This life-power may be operating in a thousand different cells, and in each it may build its habitation after a different model. In the red snow it attempts no complicated structure but contents itself with single cell multiplication. In mold, again, it builds its cell into straight thread like stems; in mushroom plants, it constructs a stem and hood, but forms no leaf; again in sea plants these cells are woven into stem and leaves, but flowers are yet wanting. While in our common plants and flowers the original cell-growth has transformed itself into tissues as varied as the mind of man can well conceive. Here a stem of pith, wood and bark, but all its material was cell-growth, then a leaf woven of flattened cells. Thus all, even to the crowning beauty of the vegetable kingdom, the rich and glossy petals, all are the elaborations of single cells. Pray in what school did these cells learn to form the wood tubes for the ascent of sap? What instinct taught those cells to form the velvet down of rose leaf? How did the painters of each flower know the colors to lay on.

Gentlemen, the classic poets have been criticised and examined until there is no more room for discovery. You must, in all literature and fine arts, walk in the foot-steps of a thousand predecessors. Even in astronomy, Newton and Herschel have gleaned the very stars in the heavens and counted their hosts, and called them by their names. But in the domain of animal and vegetable physiology, there is ample room left for discovery. New worlds are there whose shores will rejoice the eyes of many an adventurous Columbus. Like Alexander, we have conquered a world. The world of dead matter has opened its inmost recesses to our astonished gaze. Its great bodies we have measured by philosophy, its small bodies we have weighed by chemistry, but like Alexander we need not weep for new worlds to conquer, for the world of life yet challenges the conquest and mocks at all skill. Its simplest point, the germ life, taunts us with our ignorance. It bids us tell if we can, the caves in which life force lies hidden. It asks us whether vitality can increase its own sum total, or whether under ever-changing forms, there is just the same amount of germ-life now as at creation.

We only know that each plant has a model before its architectural operations. From this model there are few departure, throughout the world. Our corn throws out its small rootlets in search of food, but it sternly refuses to produce tubers under ground as the potatoe so freely does. Some flowers have their home among the dry and rugged cliffs of the mountain, but others rejoice to bathe their petals in the clear, cold lake.

Where is the discoverer who shall unfold to us the working of that

vegetable instinct by which flowers shut up their petals at the close of day?

Do they keep a time-piece in the garden to tell them that the consecrated hour of eve has come? The motion of the sun in the heavens, and the motion of the flowers of the earth beat true time to each other.

Our object, however, is not to furnish a list of problems yet unsolved, and effects whose causes are still undiscovered.

This were easy enough, but like water around the lips of Tantalus it would only keep us discontented and thirsty still. Our object is rather to furnish such an array of instances as may most thoroughly convince us that not the smallest bud can rise, but under the impulse of a law of life peculiar to its own species.

For long ages the bee has been admired because she builds her cells according to the geometrical figure termed a Hexagon. But what does she do more than others? The flowers are products of a power which understands just as much mathematics as the bee.

If not mathematics at least arithmetic must have guided roses to form their calyx of five sepals, and to secure an equality of numbers between their sepals, petals and stamens. Why shall the beach always put forth a lanceolate leaf and the pine ever glory in one that is needle-shaped. You reply this is their nature. True enough. But I desire you to notice that nature in every family works according to some innate law. The tree never sends to its next neighbor to ask what form of leaf it shall put forth. The flowers do not interrogate any learned professor to learn how they shall produce their like. But miniature copies of themselves are produced in due season. You think I am tedious in this matter. I may be, but it is because I have a great work to do, and I want to lay the foundation broad and deep. The illustrious philosopher Locke, expends infinite pains to prove that there is nothing innate in man. That all his knowledge enters by the five senses. This makes humanity a great negative. Were it true we might expect to be able to transform man into any kind of a creature that we desire, by surrounding him with circumstances suitable thereto. This transformation can not be effected even in the humble cell, much less in the complex being, man.

Who has by education taught the cell to build its walls from the outside like the crystal? No one. It can work only in accordance with laws of its own nature. Within the humble plant there are innate forces and laws operating not by instinct nor by sensation, but yet mysteriously working out the form and complicated organization and future history of that plant. Could we look into the living germ when it stirs with the impulse of life, and could we read the form law which is somehow concealed there, from this mysterious hand-writing of the Almighty, we might foretell the size, the shape, the fruit and flowers of the future tree.

Leaving now the vegetable kingdom, let us ascend to the animal kingdom, and trace, as best we can, the wondrous working of those great life-laws.

The instincts of animals have ever furnished a theme for wonder and surprise. When caterpillars are shaken from a tree in every direction, they all turn with unerring step toward that same tree

again and ascend to their former dwelling-place. Young birds open their mouths for food, upon the slightest sound like the cry of their parent. Those insects whose food is derived from some particular species of tree, invariably deposite their eggs where nourishment can be found fitted for their future progeny. Innumerable shoals of fish make long journeys from the ocean and up rivers, like the salmon, to place the life-germs of their offspring in situations where they can be developed and matured.

The wood-piercing bee deposits her eggs in holes pierced in timber, places food for the youthful bee there, then seals up the hole and abandons the place for ever. That egg matures, the grub eats the food so carefully provided, and finally gains strength to burst the cerements of its hollow cradle.

When the time arrives for caterpillars to take their long winter sleep they wrap themselves in a silk cocoon and hang themselves by the neck, but not according to legal phrase "till dead," but rather until the time comes when they shall spring to life again. Pray, Mr. Caterpillar, who taught you to think that a butterfly would ever emerge from that silken shroud?

Now, the poor grub would make slow progress in learning your physiology, yet it will do the work of needful preparation for [the change with as much skill and nicety as though it was master of the whole theory of insect transformations.

Let these laws of instinct be suspended or disarranged, and animated things would perish. If the salmon should decline to visit the shallows in due season, the race of salmon would soon be numbered with the things that were. If grub worms fail to weave a silken shroud, then gaudy butterflies shall never greet our eyes. They do not fail. Rarely, indeed, is failure inscribed on nature's works. Ends are to be answered and suitable means are ever found by God to secure the desired result. In these cases the direction and law come not from without but spring from the very fountain of the creature's life.

The old salmon do not tell the young ones of the habits of their ancestors. You may place the young setter dog far off from all parental tuition, yet when grown it will show the habit and tastes of its ancestry for twenty generations.

The hen will watch her ducklings with all maternal anxiety. But soon, true to their own nature in absolute disregard of all her warnings, they try their swimming power in water, safe indeed to them but terrible and dangerous to their excited foster mother, who never having learned the philosophy of duck-swimming seems astonished at their folly.

Here then thick and full through all animated nature are great laws essential to each life. They come not by tradition. No books record them. Instruction can not make them, and its attempts to unmake them generally end in failure. We may most surely say as did the magicians of Egypt, when their tricks were baffled, this verily is the finger of God.

Shall we now ascend to God's last and greatest work, that work whereon his own image remains impressed? We almost tremble to touch the mighty theme.

Man! what reminiscences cluster around his very name. There was not a man, says Moses, to till the ground. Suns rose and set—flowers bloomed around and vied to shed their sweetest odors. Old ocean, yes then old, did toss aloft his angry waves, and thousand dwellers in that deep rejoiced in being. The cattle lowed upon a thousand hills as if they sought a keeper. But no eye of man was there to feast on nature's banquet.

At last hushed nature heard the voice of God. God said, let us make man, and man arose. A world of wonders within himself. We have talked of cell-life, but here in his body are millions of cells all in active operation. Did we trace vegetable growth. Look here is growth. The frame-work of lime and carbon, the vessels running to every part to carry the living current. The fibers now woven into nerves then clustered into muscle; in these still is only a new edition of vegetative life, but above all vegetables a nervous system spreads energy and gives power of locomotion.

Hark, the throbings of that ceaseless heart. Sixty times in a minute, for all the minutes and hours and days in long 900 years. Most wonderful work of God, that heart of a patriarchal man that throbbed through such a cycle of planetary revolution. Then in that heart what hopes and fears, what dancing joys and dying sorrows. What mighty thoughts of God, of nature and of future time. When the organization is studied, the work to be performed may be readily foretold. The hand is a wonder in flexibility, in power, in delicate sense of touch. Armed with this curious instrument, man easily becomes a builder; the larynx is a vocal box with vocal chords, whose vibrations, rapid and slow, enable the voice to extend over six octaves. While the shape of the mouth furnishing facility for infinitely diversified articulations corresponds with throat and mind in making speech and music, the anticipated result.

See how a yawn from one provokes the same in others; how the smile of one lights up many faces with joy; how frowns and gloom rob a whole company of happiness; how nervous diseases, fits, jerks, and religious fanaticism diffuse themselves over large multitudes of men.

These, together with internal social tendencies, destine men to life in thick society. Examine then the sparkling eye, the high and prominent forehead, the sunshine streaks of feeling playing on the countenance, and you have evidence that intellect and reason are there enthroned.

After the original creation, the moral forces of man's nature became disarranged. The lower passions gained power by use, and sadly dethroned the nobler reason; but in all anatomical arrangements, and in all mental laws and faculties, man is to-day just what he was on the morning of his creation. Now weak with hereditary diseases, then strong in a new made constitution. Now cunning through very excess of wisdom, then simple in his inexperience. Now submitting gently to law through experience of its penalties, then breaking through laws in contempt, both of earth and heaven. These differences are indeed great, but they do not imply the acquirement or loss of a single differential attribute of his nature. His organization of mind and body fits him perfectly for his work.

True happiness is to be gained not by a creation of what now is not, but by proper development and management of what he now possesses.

We are now prepared to investigate the internal laws by which human life is governed. We live in a world in which it becomes us speedily to learn the qualities and relationships of things, that we may act according to their true nature. See then how God has implanted in the human heart the desire of knowledge. This urges us on in our valuable acquisitions. We drive sleep away in the pursuit of wisdom. We intend to rest when we have mastered our present subject, but then another field of inquiry as inviting as the first opens to our view. Without the movement of this internal force, the progress of science and civilization would come to an end.

To some it becomes a self-consuming passion, sleep is forsaken, health-laws are violated, and premature death chills at last the noble rage for knowledge. These, however, are the rare exceptions, and in ordinary human life it is by no means stronger than needful.

Then shall we consider for a moment the desire of property in man. Where this is weak no advance is made in civilization. You say that it produces counterfeiting, gambling, frauds in trade, a desperate hurry to get rich, and at last closes up the contracted heart of the miser. These are its abysses and excesses. See now that smiling cottage with its leaves and shady groves, and tasteful flowers; the love of property urged its owner on to produce this lovely scene. Take away this stimulus, and rugged hills and gloomy caverns would still be man's habitation.

This desire has built your cities, paved your streets, lighted your lamps, and assembled in one place specimens of the rare and beautiful from all parts of the world. Ardently too, does the love of fame burn in the human soul. In those whose powers of action and endurance are weak, it could not be useful, but by craving after the impossible, it would torture its victims. In these minds it is therefore but little felt. But where genius and talent hold their seat, it is ever found, looking with telescopic gaze into the future, and anticipating the verdict of distant generations. In the histories of Alexander, Cæsar, and Napoleon, we see the evils inflicted upon the world by the excess of this overmastering passion.

In view of desolated countries, and heaps of slaughtered men, we would erase, if we could, the desire of fame from the human mind. This might cure these evils, but it would inevitably introduce others and even greater ones. That stimulus which leads poets in their garrets to spend weary lives in composing *Aeneads*, would be gone. Historians have to seek their recompense from future ages, and they too would cease their toil. By removing this great spring of action, thousands of the greatest and most useful works that are done under the sun would remain undone. We have too little of it in the present day. We make our books by scissors and hurry them into the world by steam power presses and can scarcely wait thus long for the reward sought, which is gold. We care little for posterity. Therefore our works, like Jonah's gourd, shall perish in a night. Were our hearts filled with the same desire of immortality as the ancients, our books like theirs would become teachers that would never die.

The true philosopher directs the desire towards a worthy object, and restrains its excesses; but to attempt its removal would be assuming a wisdom greater than that of God.

Mark too the social tendencies in man. The heavens are fair to gaze upon, and the flowery landscape delights the eye, but more beautiful than both is the countenance of a friend. Give us lands and houses and the luxuries of every season and climate, but let these hold us in cheerless solitude and we would speedily forsake them all to live poor in the converse of our fellows. The foundations of family, of church, of village, and bustling, crowded city, are laid deep in the human heart. The abuses of the social feelings are seen in intemperance, bad company and wasted time. These should be guarded against, but the true pleasure and improvement which God has kindly provided for us should not be lightly abandoned.

The great law of benevolence too in man, deserves to be studied and admired. See how in a Howard or a Nightingale, it rules the life and speeds joy and gladness in the dark vaults of a prison, or in the charnel house of dead and dying soldiery. Look how its kind help from neighbors aids the emigrant in fixing his home on the borders of civilization. Then far off among the savage tribes of men it opens the wigwam to the traveler, shares with him the products of the chase, and works a demonstration that men are brethren. Its mission was surely a most divine and noble one. To cheer the sorrowful, to relieve the distressed, to aid the toiling industry of the now too much burdened man. Its promptings should be strong and continuous. You begin to think that it should be increased seven fold. In some you suppose it exists not at all. They hoard their gains, leave every good work undone, and drive the beggar from their door. But we are mistaken. It is still there, weak and latent through disuse. It has been conquered and bound by the immoderate love of gain. See how readily that miser will step in to aid his fellow man in any thing that costs him nothing. By this test you will discover its presence in those who seemed utterly given over to hardness of heart. Did it not exist at all there would be no foundation for improvement, and the reformation of the selfish would be hopeless indeed. Then good and noble as this affection is there would seem to be scarce a possibility of our having too much of it.

But in pronouncing this judgment we should pause. God weighed the mountains in scales. He adjusted the planets in their orbits, and found his creation when finished to be all very good. He knew the proper proportion of every desire to infuse into the heart of man. In some there is a benevolence which ignores self and family and business to rush forth on some new enterprise of reorganizing society. It soon destroys those dependent upon its help, and leaves the world no better than it found it. Surely then in this greatest of virtues, even the adage is true that too much of a good thing is good for nothing. By the introduction of a sinful state this god-like passion suffered much. When men lost their love to God, they sadly lost their love to man. There is much too in the wear and tear of human affairs to weaken its force. We find men ungrateful. They waste the bounties given, and learn to lean upon the benefactions of others. We are disappointed with the result of our first efforts and

retire in disgust. These causes tend to explain the present state of human society, but neither one nor all of them can justify its continuance. We should cultivate the good and generous within our own hearts, and if we are never rewarded by the appreciation of others, our own hearts will give us a rich reward.

We are not on the present occasion building up a system of moral philosophy, based upon the nature of man. We are only selecting a few examples from each kingdom of nature, to show with what perfection of wisdom God has arranged the natural laws. Some imagine that moral philosophy on the basis of the science of human nature is an impossibility. Such must suppose that the nature of man is a chaos in which no laws of wisdom appear, or they must suppose that these laws were not implanted there to govern the life. My reverence for God would be lessened exceedingly if I were compelled to consider the mind and constitution of man as less fitted for the uses of this world, than the instincts of the beast that perish. Instead of this the highest workmanship of God has been expended upon the human spirit, and we shall find it covered all over with characters of living light. The appetites are made very strong, that they may accomplish their end despite of those minor inconveniences that stand in their way. But owing to their force and tension, they would fill the life with pain and uneasiness if their activities were constant. They are therefore, periodical and urge their suit only at uncertain intervals.

Surely, here is wisdom employed both in securing the end and in relieving men from all unnecessary suffering. The desires, however, are milder and more genial in their operation, rising not like hunger from the bodily organization, but springing from the mind itself. Their forces are latent, acting with a gentle and constant stimulus which is not painful to push on the great works of our world. We have all along seen how each of these desires was capable of becoming stimulated into an activity that would produce injury to its possessor and to society. This is simply one of those incidental imperfections that appear to have been unavoidable to every possible plan of creation.

There is, however, a most admirable remedy for this provided by the Author of our being. The invention of the governor in the steam engine has been justly regarded as the highest triumph of mechanical ingenuity. That the wisdom of man should have been able to contrive a piece of machinery capable of correcting its own errors is wonderful indeed. When the engine works rapidly the centrifugal force extends the balls of the governor, and the lever acts from these balls to partially close the steam valves, and lessen the force of propulsion. The effect is produced by an apparatus as simple as it is beautiful. Our great Father in the heavens would not have left us a prey to strong passions and multifarious desires without a wise provision for their regulation. This end is partly secured by the opposite tendencies of these forces. Our appetites seek for present indulgence. Our desire of fame and knowledge place a firm barrier in the way of this. Benevolence and love of property mutually check each other's action. One class of feelings provide for the present, another class for the future. One set of affections provide

for this world alone, another set look up to God and forward to eternity. It is utterly improper and unphilosophical to suppose that any of these are useless or hurtful, when of medium strength. Like the strings of a musical instrument well attuned, they produce a sweet and glorious harmony. Like the different branches of industry carried on in a great manufactory, they are each occupied with its own special charge. The dominancy then of one virtue, no matter how good in itself, could never produce perfect character. But an equanimity of nicely balanced tendencies controlled by reason and conscience is a sight that may feast the eyes of admiring angels.

The government of the desires is, however, more fully secured by the superintendency of reason and conscience. We have traced the life-laws from the lower cell up to the highest order of animals and to man. All the higher classes obviously retain all that was essential to the lower, and add to this some power yet greater. The seed-plant is made of cells, but it adds to this a fructifying apparatus. The lowest animal has still vegetable life; but a nervous system there first begins to display itself. As we ascend a little, that nervous system previously mere cords, is collected into a brain with a wide range of desires and passions—of passions restrained only by their mutual counterpoise. Now at last in man the vegetable life is found, the animal brain is added, and above all, reason and conscience are enthroned to temper the violence of the internal forces, and to bind man to his Maker and enable him to hold intercourse with heaven.

For several years I was a diligent student of the great writers on mental philosophy. The Reids, the Stewarts, and Browns, are names that will never die. I entertain for them the most unfeigned admiration. What little I shall ever be I owe to the mental discipline, from them acquired. I can not, however, conceal from myself that their chart of the human mind is unsatisfactory, and not characterized by the simplicity of true science.

They accomplished great things in their day, but the philosophy of man they left still as a thing to be sought. A true philosophy of mind can not be gained by pursuing merely one mode of investigation. The metaphysicians failed because they confined their investigations almost entirely to the manifestations of mind in consciousness. From physiology and anatomy they disdained to borrow aid. Another school rose quickly into notice, and by its apparent simplicity captivated the masses. It too presented to the world much valuable matter, and furnished a classification of mental powers, which if not complete was at least in most of its parts in close harmony with experience. Instead, however, of moving slowly, allowing anatomy to guide its steps, it hurried to its conclusions, as though all the mysteries of the inner man could be learned from the size and weight of brain. We suppose that size is not to be despised, nor shape overlooked. The brain is evidently the seat of mental power, but the organs so called are found by anatomists to have no divisions or partitions to separate them. The brain is a thick long strip of matter, white and firm in the heart of the strip, but grey and soft in its outer coating. This forms one continuous cord folded up by convolutions, which present slight elevations on the external surface, but form no interruptions

of electric movement from one end of it to the other. That the grey surface accumulates the electric fluid during sleep is highly probable, and that the internal white cord acts during the day as the instrument of conveying this force through the spinal column and nerves to produce the activities of life is rendered nearly certain. Intellect and will undoubtedly have their seat in the upper brain. This may be removed and an animal may still live for a time. As soon as injury is inflicted on that portion of the spinal column found in the back part of the head at the base of the skull, life ceases, for there those nerves that guide the action of heart and lungs are found to centre. Near to this place also, sensation has its locality, for the nerves from the senses terminate there.

These few facts are almost the sum of our present available knowledge of this greatest work of God, the brain. Different organs do not present themselves to the eye of the anatomist, and their separate action does not form a part of our experience. Mind acts as a unit in all her operations. The stroke of the heart, the motions of the lungs, and the motions of the stomach are presided over by a portion of the brain, over which the mind has but slight control, but thought, reason and passion is the work of one mind. We expend often all the force of that mind upon one subject. When we carry forward different works together, we are conscious of a sudden movement of attention continually from one to another; but we never think two thoughts, or feel two affections at the same moment. When the mind is deeply engaged with one sensation, another strikes the nervous centres with scarce the slightest recognition. We conclude then that mind has one instrument with which to act on matter, which is that quick moving ethereal fluid, electricity. That it has one grand organ, the brain, but the uses of most of its parts remain to reward the explorations of future anatomists. That mental power should bear some ratio to the amount of material, might seem most probable, but we have all learned that the great forces of the universe are so rare as to be generally invisible. Light, heat and electricity can not be weighed. Vegetable and animal life begins in a point too small to be seen by the naked eye. Muscle which is bulky can not move of itself, but the nervous current which is wholly invisible moves muscle, bones and all. The world is made of matter spread out to the senses, but God, the maker of the world is invisible, and perhaps, therefore, all-powerful. The fly has small size and consequently little muscular development, but it can go through daily activities that would kill an elephant to imitate; the ant has a small head, and its brain-organs, if such there are, must be smaller than a pin head, yet the large headed sluggard is sent to this small insect to learn wisdom. These facts should teach us modesty and caution in a department of knowledge which is but yet in its infancy. While we are only putting on our armour, we should not boast ourselves as those who put it off, but without prejudice we should receive light from every school and quarter whence any light can flow.

In the workings of the reasoning powers there are evidently great laws of thought which guide us to our conclusions.

Men would by a spontaneous impulse of mind trace effects to

causes, though no philosopher had taught them the inductive system. We bring all propositions into comparison with a series of first principles about which we can not entertain a doubt, and we reject or receive accordingly. Logic is, therefore, as natural to man as speaking or eating his daily food. Systems of logic may be taught, and the reasoning powers thus improved by exercise, but the best system is the one that with least intricacy follows most closely the natural movements of the mind. High above all these desires and faculties is enthroned the moral nature. It has doubtless its imperfections, as has all else in human history. But it has indeed a glorious mission. To sustain the right, to encourage virtue, to smile on benevolent sacrifices, and shed sweet peace in the mind when good deeds are done. To trouble the wicked and strew fears in the path of crime, and minister the vengeance of violated law is surely a most glorious mission.

Once it stood on Sinai with listening wonder to hear Jehovah's laws, and when the ten precepts were uttered and all was hushed, it added its amen. The precise relation of divine revelation to the moral sense was once well understood. Bishop Butler illustrated the matter with a clearness and force of reasoning that left little to be desired. In later times we have been so unfortunate as to retrograde instead of advance. Professedly with a view to honor the Bible, it is alleged that all men's sense of right is derived from education. That in morals indeed, he can be taught any thing, and will be conscientious in upholding it. Every student of history will recognize this as the same theory taught by Hobbs, in his Leviathan, for the base purpose of persuading men that there was nothing good or right in itself, but all good came by the command of the political power. Indeed there have been three theories. The priests in the middle ages referred all sense of right to the church; the church was then all. Hobbs, and his school referred it all to the will of kings. Modern theologians think they honor the Bible by referring all to it. These all agree at least in thinking that man is destitute of any moral laws within. I am bound to treat this view respectfully, from my high respect for the excellencies of its authors and promulgators. Were it not for this, I would treat it with the contempt it merits.

1st. It supposes that God made plants and animals with internal laws to regulate their growth and action, but left man as to the greatest matter of all, his conduct, without any thing to prompt the right.

2d. It leaves the heathen who have no Bibles utterly without any knowledge of right and wrong, but Paul says the heathen having not the law, are a law unto themselves. How in the name of reason can they do any wrong or be judged if they have no knowledge of right and wrong.

3d. It nullifies utterly the argument in favor of divine revelation, derived from the excellence of our holy religion. In the name of reason and common sense, how can we say that Christianity is good and its precepts right, if we have no sense of what is right and beautiful within us. Yet there is no more pleasant subject of reflection to the Christian than the perfect harmony between the precepts

of revelation and the moral sense. Scribes, pharisees, and priests in all ages, have laid upon men doctrines that were repulsive. Christ rejected these and urged on his followers the great first principles of right and wrong, which shine by their own internal light and can not be opposed, but at the hazard of self-condemnation.

The moral nature indeed is weak and often very imperfectly developed. It needs instruction, and Heaven has graciously provided a more sure word of testimony. The great educator of the heart and the conscience is undoubtedly the Bible. It re-edits the natural laws and sets them in a clear light. It holds forth the best examples known to man of the practice of these laws and their happy effect. The internal laws and the revealed contend not at all; there is no alienation between them. In this beautiful harmony, gentlemen, between the true philosophy of man, and the religion of Jesus, you will find the most delightful themes of study, and should you, gentlemen, ever labor for the religious improvement of the world, let me assure you that you will be most successful when you most frequently touch those chords that vibrate equally through the Bible and the human heart.

Were I not admonished that my time for this exercise is already gone, I would ask your best attention to the law of habit. Our first efforts mentally or physically are slow and irregular, but each successive exertion gives additional facility until that regularity of action is part of our educational attainments. These habits are, indeed, the best possible capital with which a youth can begin the world. True, they must be guarded or a loss of them will soon occur. But is not this true of wealth or fame. In this rapidly-moving age a few short years will sweep away the richest treasure; but when facility in study or mental labor is gained, it needs not more than light or reasonable repetition to preserve in full force this most healthful mental state.

Gentlemen, in tracing these footsteps of creating power in man's constitution, I feel like Peter, James, and John, upon the mount of vision. I could make my tabernacle, and here stay and study the laws of God within. Let others trace inscriptions on the rocks and learn the age of time. Let others read of wars, of battles, and of crime, but let me become thoroughly acquainted with the workings of my own spirit, and I am satisfied.

In this garden of mind sweet flowers are ever blooming fair, for imagination can strew sweets around, though the blasts of winter should swell without.

Enrapt, I listen to the throbbing of passion or the gentle breathings of benevolence. In this inner man I have a world itself. Counselors are there to guide, fortitude to sustain, hope to bear me through the sorrows of life, and when truth and right, sweet ministers of heaven, are there, the mind becomes a presence-chamber where even the Eternal Spirit loves to dwell.

When God looked upon the heavens, those heavens received with blushing smiles his gaze. On the fair earth he saw the thousand products of his skill, but in the heart of man alone he found his image. The beauty of color spread around us feasts the eye, but moral beauty fills the mind with a still higher delight. The great hight

or terrible depth arouses the spirit to a sense of the sublime. But the great actions of heroic man fill us with an admiration that neither height nor depth can give. That, when introduced to the divine laws of creation, you feel as if passing back into the paradise of God, I can not doubt. It may, however, appear to some that these studies minister more to the gratification of curiosity than to utility. In this they are utterly mistaken, for knowledge of them is as profitable as it is interesting. On our knowledge of the laws of the heavenly bodies depend our time calendars. On the laws of nature our mechanical skill is based, and surely its late triumphs richly reward the study. From the present enlarged knowledge of chemical laws, the arts have taken a new start, and the necromancy of Egypt is far outdistanced. Agriculture having learned the constitution of soils, and the physiology of vegetables, will soon clothe the earth with harvests richer than before.

A careful study of the laws of the human organization will enable us to guard against the inroads of disease, and give us a system of remedial measures certain and prompt in their action on the human body. When we have ascertained the chemical constituents of malaria and its precise action upon the life-force and tissues of the body, then it will be perfectly easy to select from the now wide range of chemical bodies, something that will neutralize the disorganizing poison. At present, in the use of hygienic measures to build up and strengthen the human body, we are competent to act from knowledge of the laws concerned, but in our measures to arrest disease, we take aim in the dark and of consequence often fail and often succeed.

The legislator too, is incompetent to make laws that will favor human improvements, secure enlarged liberty, and repress crime, unless in full view of these great laws which regulate mental action. Man is indeed a harp of a thousand strings, on which legislators have ever played, but generally with rough hand and the production of harsh discords.

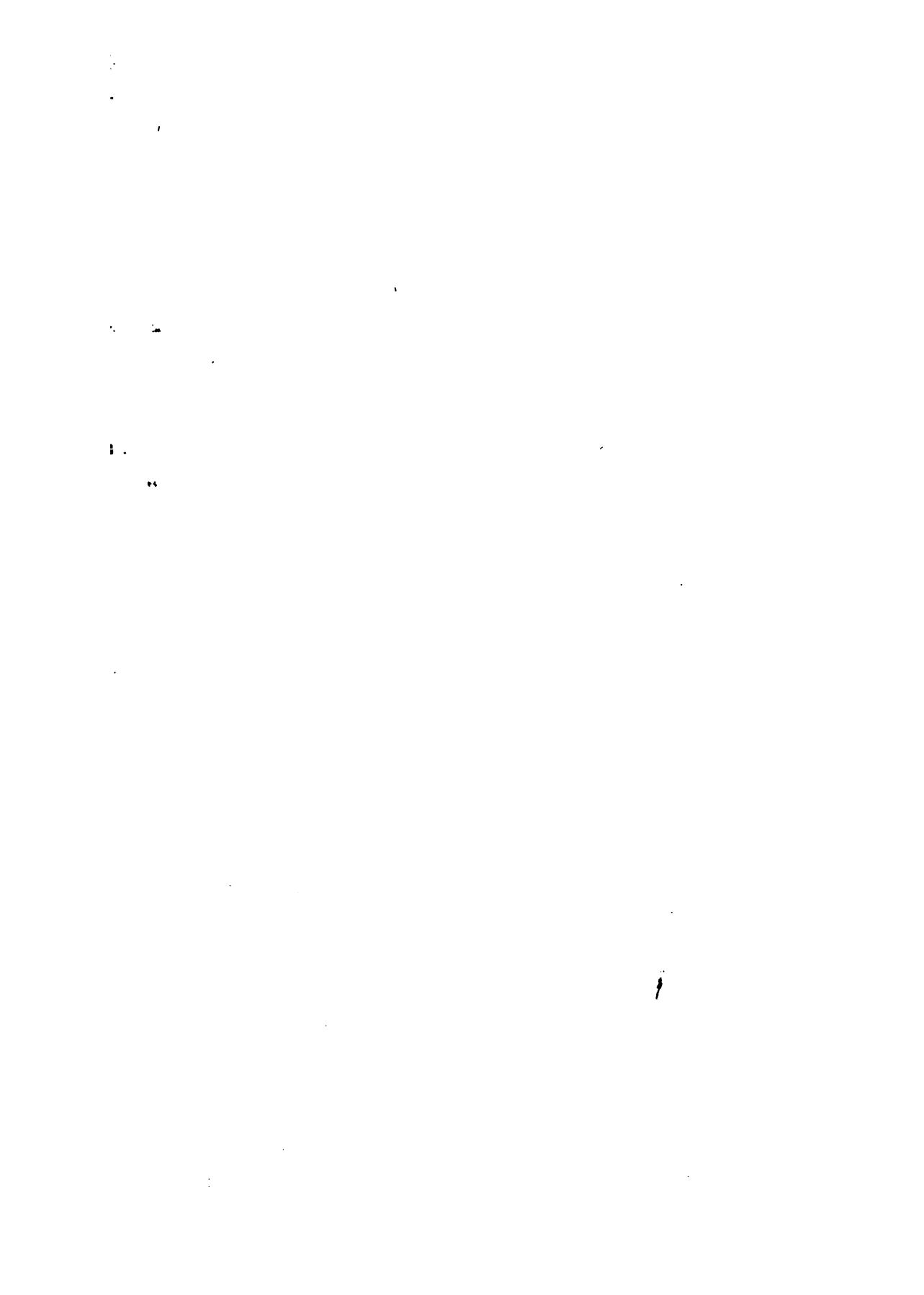
Then how shall the work of the teacher or moral reformer be performed. Certainly if he acts in ignorance of the being he is to fashion, he will form him into an unshapely mass of crudities. Had human nature not been very resilient and ready to return to its original model, long ere this it would have been twisted into shapes dark as night and horrible as hell. See monks in their caverns covered with vermin trying to erase God's laws from their very souls, that they may become what the Creator never intended them to be, and you see the evil results of an attempt to improve man without a knowledge of what man is, and is fitted to become.

In all our educational toils we have added no new organ to the human body, and implanted no new power in the mind. The faculty of observation we found there at first. We stimulate it by presenting the beautiful things and laws of the material creation. The true educator must be a poet and an enthusiast. When matters become dry and hard to him, they are doubly so to the student; but if his own mind dwells with rapture on the scene, their hearts will speedily catch the inspiration. A dull unpoetic teacher is a curse to youth.

He blackens the fairest subject on which he touches, he renders books and learning soon nauseous to the minds of youth.

When observation is fully taxed and memory not overburdened, when judgment is called into exercise at every step, and imagination is encouraged to clothe the efforts with ornaments of beauty, when the moral powers are called up as from the great deep of the soul, and conscience is taught to guide, instead of the harsh commands of mere authority, then in this education, based upon the true laws of nature, we shall not be disappointed. We can encourage a faculty to grow when we find it weak; we can repress its forth-puttings when it is too much in the ascendant. We can cultivate, especially the reason and the moral nature, and by shedding the light of science and revelation upon human life, we can give him a way like the path of life, shining brighter and brighter unto the perfect day.





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